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To discover the status of the 1963 entering freshmen after four years (and their opinion of the student personnel services), a sub-sample of 100 students was sent a 28-item questionnaire. It asked for identity, reasons for leaving college, job information, curriculum, courses, and educational, vocational, and personal guidance data. The respondents were mostly single, non-graduates, working full time, or in school full time. Non-graduates transferred to a senior school, had money problems, had poor grades, or had not found the courses they needed. About half were taking (or had taken) further education at another institution. Almost three-fourths had received a better understanding of their interests and abilities, usually from a teacher. Graduates and transfers had been helped by a counselor. Non-graduates had used guidance tests or self-help. Eleven per cent wished they had had more guidance and help with study habits. All but the non-graduates felt that the programs suited their work plans and that vocational advice was available. Technical students felt a shortage of vocational courses. Nearly three-fourths felt the programs suited their educational objective; more than half, that it suited their personal needs. Graduates and transfers were more favorable toward the curriculum and student personnel services. Non-graduate opinion was less favorable and should be studied further. For on-going evaluation and to improve offerings, the author recommends a questionnaire for all full-time students who withdraw or drop out. (HH)

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FOLLOW-UP OF THE 1963 FRESHMEN CLASS OF EIGHT CHICAGO CITY JUNIOR COLLEGES

by Elizabeth H. Langley

Chairman: John A. Wellington, Ph. D.

THE PROBLEM

The purpose of this study was to discover the current status of the 1963 full time entering freshmen class four years later, and their evaluation of the Student Personnel Services.

PROCEDURE

A first mailing of the questionnaire was made to all students to eliminate those that were undeliverable. A random sample of one thousand students was then taken from this general sample, and a second follow-up was made to the random sample group. A third follow-up was made to a sub-sample of one hundred.

A questionnaire comprising twenty-eight questions requested basic identifying information, reasons for leaving junior college, job information, questions on curriculum, courses, educational, vocational, and personal counseling and guidance.

FINDINGS

The respondents were primarily single, non-graduates of Chicago City College, either working full time or in school full time. Those who left before graduation did so to transfer to a senior institution, because of money problems, poor grades, or because the courses did not meet their educational needs.

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Approximately one-half were receiving, or had received, additional education at a senior college or technical school. Almost three-fourths had achieved a better understanding of their interests and abilities while in college. Most of them received help in acquiring these understandings from a teacher. The graduates and transfer students received help from a counselor. The non-graduates received more help, than the others, from guidance tests and "self".

Almost eleven per cent of the students said their junior college experience would have been more helpful if they had received more counseling and help with study habits. All, except the non-graduates, felt that the Chicago City College program suited their vocational plans, and that assistance for vocational advice was available. Technical students felt more vocational courses should be offered. Additional vocational courses were added to the curriculum since these students enrolled. Almost three-fourths of the students felt that the Chicago City College program suited their educational objectives, and over one-half that it suited their personal needs.

CONCLUSIONS

Chicago City College appears to have fulfilled the objectives set forth in its catalog of 1962-63.

The graduates of Chicago City College and the students who were in senior institutions were more positive in their opinion of the curriculum and the Student Personnel Services.

Further investigation needs to be done with the non-graduates since they were more negative in their opinion of the curriculum and the Student Personnel Services.

The non-graduates, who responded, did gain insight into their abilities and interests; however, they gained it through the guidance tests and self and not generally from the Student Personnel Services. Since these students enrolled the Student Personnel Services of Chicago City College have been reorganized.

One of the objectives of the junior college is to aid in the development of an educated citizenry. It would be worthwhile to devise and utilize a questionnaire, to be filled out by all full time students upon withdrawal or drop. In this way an on-going evaluation of the curriculum and Student Personnel Services could be made and improvements planned in areas of the expressed needs of this group of students.

Abstract
Doctor of Philosophy
June 1968

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FOLLOW-UP OF THE 1963 FRESHMEN CLASS OF EIGHT CHICAGO CITY JUNIOR COLLEGES

by

Elizabeth Hickok Langley

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
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1968

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The members of the committee, Dr. John A. Wellington (chairman), Dr. Henry Moughamian, and Dr. Gerald Gutek, gave willingly of their time to make suggestions and evaluations of this study.

LIFE

Elizabeth Hickok Langley was born in Roanoke, Virginia, January 29, 1923. She was graduated from Farragut High School, Chicago, Illinois, June, 1940. She received the Associate Arts degree from Herzl Junior College, Chicago, Illinois, June, 1943. In June, 1952 she was awarded the Bachelor of Arts degree from Whittier College, Whittier, California. She received the Master of Arts degree from Loyola University, Chicago, Illinois, June, 1963.

She has worked as a senior correspondent, credit interviewer, parts inspector, secretary, and celestial navigation operator in the United States Women's Marine Corps.

In the field of education she has been an elementary school teacher in Santa Ana, California, a Lecturer at Loyola University, Chicago, Illinois, and, since 1966, an Assistant Professor in the Department of Education at Northeastern Illinois State College, Chicago, Illinois.

TABLE OF CONTENTS

Chapter — Page

LIST OF TABLES vi

I. STATEMENT OF THE PROBLEM 1

Introduction
Purpose of the Study

II. CHICAGO JUNIOR COLLEGE SYSTEM 6

Historical Development
Administrative Organization - 1963
Curriculum - 1963
Special Programs for the Undereducated
Objectives, 1962-1963
Admission Requirements
Tuition
Student Personnel Service
Vocational Guidance and Placement Services
Student's Program
Requirements for the Associate in Arts Degree
Requirements for Diploma
Classification of Students

III. REVIEW OF RELATED LITERATURE 17

Introduction
Studies of Junior College Students
Studies of Student Personnel Services

IV. PROCEDURE 31

Determining Sample
Instrument Used
Acquiring Data
Questions to be Answered

Chapter | Page

V. PRESENTATION AND ANALYSIS OF THE RESULTS 42

- Branch and Sex
- Marital Status
- Hours Earned at Chicago City College
- Graduates
- Reasons Left Chicago City College Before Graduation
- What Students are Doing Presently
- Additional Education
- Occupational Preparation
- Number of Jobs Held Since 1963
- Employment Picture of Students in 1967
- How Junior College Could Have Been More Helpful
- Students' Opinions of the Curriculum and Student Personnel Services
- Suitability of the Junior College Program for Vocational Plans, Educational Objectives, and Personal Needs
- Understanding of Interests and Abilities

VI. SUMMARY AND CONCLUSIONS 136

- Purpose
- Procedure
- Findings
- Limitations of This Investigation
- Implications
- Suggestions For Further Research

BIBLIOGRAPHY 147

APPENDIX A. MAP INDICATING LOCATIONS OF BRANCHES OF CHICAGO CITY COLLEGE 153

APPENDIX B. QUESTIONNAIRE 154

APPENDIX C. FIRST COVER LETTER 155

APPENDIX D. SECOND COVER LETTER 156

APPENDIX E. THIRD COVER LETTER AND REQUEST FOR WHEREABOUTS OF STUDENT 157

LIST OF TABLES

Table | Page
1. Composition of the General Sample According to Branches, Totals, and Percentages 33
2. Composition of Random Sample According to Branch, and Percentage of General Sample 34
3. Composition of Sub-sample According to Branch 35
4. Questionnaires Returned in General Sample According to Branch, Sex, and Percentage 39
5. Questionnaires Returned in Random Sample According to Branch, Sex, and Percentage 41
6. Marital Status According to Sex and Percentage 45
7. Hours Earned At Chicago City College According to Sex and Percentage 46
8. Graduates and Non-graduates According to Sex, Type of Diploma, and Percentage 47
9. Reasons Students Left Chicago City College Before Graduation According to Sex, Frequency, Percentage, and Rank 48
10. What the Students Are Doing Presently According to Sex and Percentage 53
11. Additional Education Students Received According to Sex and Percentage 54
12. Occupation for Which Preparing According to Sex and Percentage 55
13. Number of Jobs Held Since 1963 According to Sex and Percentage 57
14. Type of Present Job Held According to Sex and Percentage 58

Table Page

15. Classification of Present Job, Permanent or Temporary, According to Sex and Percentage 60

16. Satisfaction With Present Job, Permanent or Temporary, According to Sex and Percentage 60

17. Opportunities in Present Job, Permanent or Temporary, According to Sex and Percentage 62

18. Where Knowledge and/or Experience in Present Job Was Gained 63

19. Response to Question of How Junior College Could Have Been More Helpful According to Sex and Percentage . . . 65

20. Student Opinion According to Sex and Percentage to Statement: At CCC the Curriculum Is Better Suited to Serve the Needs of Transfer Students Than of Those Students Who Complete Their Education in the Junior College 67

21. CCC Curriculum Better Suited for Transfer Students: Senior College Students' Responses According to Sex and Percentage 69

22. CCC Curriculum Better Suited for Transfer Students: AA Degree/Diploma Students' Responses According to Sex and Percentage 70

23. CCC Curriculum Better Suited for Transfer Students: Technical/Certificate Students' Responses According to Sex and Percentage 71

24. CCC Curriculum Better Suited for Transfer Students: Non-Graduate Students' Responses According to Sex and Percentage 72

25. Student Opinion According to Sex and Percentage to Statement: At CCC the Curriculum Is Better Suited to the Needs of Terminal Students Than of Those Students Who Plan to Complete Their Education in Some Higher Institution 74

26. CCC Curriculum Better Suited for Terminal Students: Senior College Students' Responses According to Sex and Percentage 75

Table Page

27. CCC Curriculum Better Suited for Terminal Students: AA Degree/Diploma Students' Responses According to Sex and Percentage 76

28. CCC Curriculum Better Suited for Terminal Students: Technical/Certificate Students' Responses According to Sex and Percentage 77

29. CCC Curriculum Better Suited for Terminal Students: Non-Graduate Students' Responses According to Sex and Percentage 78

30. Student Opinion According to Sex and Percentage to Statement: At CCC More Courses Should Be Pitched At the Level of Ability of Students Who Do Not Have the Ability to Succeed in Present Courses 79

31. Courses Should Be Geared to a Lower Ability Level: Senior College Students' Responses According to Sex and Percentage 80

32. Courses Should Be Geared to a Lower Ability Level: AA Degree/Diploma Students' Responses According to Sex and Percentage 81

33. Courses Should Be Geared to a Lower Ability Level: Technical/Certificate Students' Responses According to Sex and Percentage 82

34. Courses Should Be Geared to a Lower Ability Level: Non-Graduate Students' Responses According to Sex and Percentage 83

35. Student Opinion According to Sex and Percentage to Statement: At CCC Provision is Made for the Obtaining of Advice on Educational Problems or Difficulties . 85

36. Advice on Educational Problems: Senior College Students' Responses According to Sex and Percentage 86

37. Advice on Educational Problems: AA Degree/Diploma Students' Responses According to Sex and Percentage . 87

38. Advice on Educational Problems: Technical/Certificate Students' Responses According to Sex and Percentage . 88

39. Advice on Educational Problems: Non-Graduate Students' Responses According to Sex and Percentage 89

Table Page

40. Student Opinion According to Sex and Percentage to Statement: At CCC Provision is Made for Obtaining Advice on Vocational Plans 90

41. Advice on Vocational Plans: Senior College Students' Responses According to Sex and Percentage 91

42. Advice on Vocational Plans: AA Degree/Diploma Students' Responses According to Sex and Percentage 92

43. Advice on Vocational Plans: Technical/Certificate Students' Responses According to Sex and Percentage . . 93

44. Advice on Vocational Plans: Non-Graduate Students' Responses According to Sex and Percentage 94

45. Student Opinion According to Sex and Percentage to Statement: At CCC More Vocational Courses Should Be Offered 96

46. More Vocational Courses Should Be Offered: Senior College Students' Responses According to Sex and Percentage . . 97

47. More Vocational Courses Should Be Offered: AA Degree/Diploma Students' Responses According to Sex and Percentage 98

48. More Vocational Courses Should Be Offered: Technical/Certificate Students' Responses According to Sex and Percentage 99

49. More Vocational Courses Should Be Offered: Non-Graduate Students' Responses According to Sex and Percentage . . 100

50. Student Opinion According to Sex and Percentage to Statement: At CCC Provision is Made for Obtaining Advice on Personal Problems 102

51. Advice on Personal Problems: Senior College Students' Responses According to Sex and Percentage 103

52. Advice on Personal Problems: AA Degree/Diploma Students' Responses According to Sex and Percentage 104

53. Advice on Personal Problems: Technical/Certificate Students' Responses According to Sex and Percentage . . 105

Table | Page

54. Advice on Personal Problems: Non-Graduate Students' Responses According to Sex and Percentage 106

55. Student Opinion According to Sex and Percentage to Question: Do You Think Your Junior College Program Suited Your Vocational Plans? 108

56. CCC Program Suited Vocational Plans: Senior College Students' Responses According to Sex and Percentage . 109

57. CCC Program Suited Vocational Plans: AA Degree/Diploma Students' Responses According to Sex and Percentage . 110

58. CCC Program Suited Vocational Plans: Technical/ Certificate Students' Responses According to Sex and Percentage 111

59. CCC Program Suited Vocational Plans: Non-Graduate Students' Responses According to Sex and Percentage . 112

60. Student Opinion According to Sex and Percentage to Question: Do You Think Your Junior College Program Suited Your Educational Objectives? 113

61. CCC Program Suited Educational Objectives: Senior College Students' Responses According to Sex and Percentage . 114

62. CCC Program Suited Educational Objectives: AA Degree/ Diploma Students' Responses According to Sex and Percentage 115

63. CCC Program Suited Educational Objectives: Technical/ Certificate Students' Responses According to Sex and Percentage 116

64. CCC Program Suited Educational Objectives: Non-Graduate Students' Responses According to Sex and Percentage . 117

65. Student Opinion According to Sex and Percentage to Question: Do You Think Your Junior College Program Suited Your Personal Needs? 119

66. CCC Program Suited Personal Needs: Senior College Students' Responses According to Sex and Percentage . 120

67. CCC Program Suited Personal Needs: AA Degree/Diploma Students' Responses According to Sex and Percentage . 121

Table | Page

68. CCC Program Suited Personal Needs: Technical/Certificate Students' Responses According to Sex and Percentage 122

69. CCC Program Suited Personal Needs: Non-Graduate Students' Responses According to Sex and Percentage 123

70. Student Opinion According to Sex and Percentage to Question: Have You Become Aware of a Better Understanding, While in College, of Your Interests and Abilities? 125

71. Understanding of Interests and Abilities: Senior College Students' Responses According to Sex and Percentage . 126

72. Understanding of Interests and Abilities: AA Degree/Diploma Students' Responses According to Sex and Percentage 127

73. Understanding of Interests and Abilities: Technical/Certificate Students' Responses According to Sex and Percentage 128

74. Understanding of Interests and Abilities: Non-Graduate Students' Responses According to Sex and Percentage . 129

75. Student Opinion, According to Sex and Percentage, on Where They Received Help in Becoming Aware of Their Interests and Abilities 131

76. Where Understandings Acquired: Senior College Students' Responses According to Sex and Percentage 132

77. Where Understandings Acquired: AA Degree/Diploma Students' Responses According to Sex and Percentage . 133

78. Where Understandings Acquired: Technical/Certificate Students' Responses According to Sex and Percentage . 134

79. Where Understandings Acquired: Non-Graduate Students' Responses According to Sex and Percentage 135

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

At present in our society there is an increased emphasis upon obtaining advanced training beyond the high school level. Students who would not or could not, for various reasons, attend a four year college look to the junior college for their advanced training. The extent to which there is an increase in the junior college enrollment will depend, to a very great extent, on the development of more junior colleges.

The trend for development of more junior colleges is ever increasing. The enrollments in four year colleges are becoming so overwhelming that students are being encouraged to spend their first year or two in a junior college. The increase in the percentage of high school students entering college will probably affect junior colleges more than four year colleges because of the economics of additional education.

The emphasis on the community service role of the junior college has increased program revisions and new offerings which will enlarge the effectiveness of junior college curricula.

Most public two year colleges today will enroll any person eighteen year or older. As a result of this the junior college freshman class is often a heterogeneous group. In academic range it can extend from the gifted student to the disadvantaged youth performing at a low reading level. Between these extremes are found students with a variety of ability levels, talent, aptitudes, and motivations.[1]

The open-door policy has become almost inevitable in an age which requires more and more education beyond high school as a requirements for employment. Too often, however, the open-door becomes a revolving door for many students.

Every beginning freshman faces an emotional as well as an academic challenge in his movement from high school to college. He is eager and idealistic as he begins his college career. He wants a fresh start, a new life, and a successful experience. Many of these freshmen are less academically capable, less mature emotionally and more vulnerable to pressures and disappointments. After enrolling, the freshman may find his goals have not been realistic and then may become unsure of himself and his values. He may wish help but not know where to go for help or lack the confidence to ask for help.[2]

Many of the students who enroll in junior colleges do not complete their work. They may go through all pre-enrollment testing and counseling, but never enter classes. They may leave in the middle of a semester or more likely at the end of a semester. Do these students leave to attend another institution of higher learning? Are they using the junior college as a waiting room for admission elsewhere? Do they find the college work too difficult?

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[1] Elwood N. Chapman, So You're a College Freshman (Chicago, Ill.: Science Research Associates, Inc., 1967), p. iv.

[2] Ibid.

Do the required courses discourage them? Is it a problem of programming? Is it the offer of a full-time job?

Hopefully some of these questions can be answered as a result of this study, with specific reference to the eight junior colleges in the City of Chicago.

Purpose of This Study

In the days when the number of students enrolled was small, and the curriculum was limited, there was not much of a problem of choice making on the part of the student. The homogeneity of yesterday's student body has changed to a heterogeneous one today. The entry of many new curricula has increased the number of courses. The problem of making a wise choice of curriculum and courses has become a serious one for the student.

Problems of adjustment to their educational programs are typically rated by students as their most common and pressing problems. Meyer and Hannelly made a study of the nature of problems of junior college students, and found the most serious of all problems confronting junior college students was the matter of deciding on a suitable curriculum.[3]

One might expect that students choose curricula which will best prepare them for their chosen careers. We also might expect that the students' choices are based on their perception of their own skills, abilities, and personal values which are related to a choice of careers. Each student has a more or less realistic view of his own academic ability. Just how closely a student's own perception of his abilities corresponds to the perception of his abilities held by others is another matter.[4]

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[3] A. M. Meyer and Robert J. Hannelly, "The Student Personnel Program," The Public Junior College, ed. Nelson B. Henry, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago, Ill.: The University of Chicago Press, 1956), pp. 191-212.

Time after time students who have average or below average academic records in high school and low admission test scores indicate their desire to embark upon pre-professional programs. When the admissions counselor attempts to help them relate their prior academic achievement and test scores to the requirements for such curricula, he encounters disbelief and resistance. The students insist they will do better if given a chance; after all, they were never really forced to study while in high school and now they are in college a new leaf will be turned over. Despite their conviction that their motives are realistic and attainable, they are demonstrating the need for identification with important status objects acclaimed as wholesome and good by society. Students, then see the two year college as an opportunity school which offers them the same royal road to material success as does the four year college.[5]

Unrealistic identification with status occupations leads many students to college transfer programs when, in terms of their abilities and demonstrated achievement, they ought to be in technical or vocational courses.

Many individuals working at the junior college level stress the need for information as to what becomes of students who do not go to four year institutions. It is also noted that there is a lack of research as to the academic advising given to junior college students. The purpose of this study is to combine these two areas through a follow-up study of the September, 1963 entering full-time freshmen of the eight Chicago City Junior colleges.

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[4] Robert L. Isaacson, "A Model for Students' Curricular Choices," Improving College and University Teaching, XII (Spring, 1964), 105-110.

[5] Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr. The Two Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, 1965), pp. 118-119.

It is hoped that this study will aid in assessing what became of the entering full-time freshmen four years later.

1. What are they doing?
    a. What occupations are they pursuing?
    b. Have they received education elsewhere?
    c. If they have additional education, where did they obtain it and what kind of education?
2. Where applicable, their reasons for withdrawing from Chicago City College?
3. What evaluation of the Student Personnel Services do senior institution students and Bachelor of Arts and Bachelor of Science graduates give?
4. What evaluation of Student Personnel Services do technical students give?
5. What evaluation of Student Personnel Services do certificate students give?
6. What evaluation of Student Personnel Services do Associate of Arts Arts graduates give?
7. What evaluation of Student Personnel Services do students give who ha not completed the junior college program?

CHAPTER II

CHICAGO JUNIOR COLLEGE SYSTEM

Historical Development

The development of the Chicago City College system began in 1911 when William J. Bartholf of Crane Technical High School and William J. Bogan of Lane Technical High School offered post high school courses in their schools. They felt that many able students were unable to continue their education because of limited finances. In 1914 Senn High School began offering similar courses.[6]

By 1917 Crane Technical High School alone offered the post high school courses, and in that year was fully accredited by the North Central Association. Because of his leadership in developing and maintaining post high school work William J. Bartholf has been called "the father of the Chicago City Junior College."[7]

The curricula offered were pre-professional courses in education, medicine, law, engineering, and allied technical subjects. Also offered were basic courses in commerce, administration, and vocational subjects related to the student's interest.[8]

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[6] Chicago Board of Education, *50th Anniversary Chicago City Junior College* (Chicago: Chicago Board of Education, 1961), p. 1.

[7] Ibid., pp. 2-3.

Crane Junior College was dropped from the North Central approved list in 1930. The school had grown too fast and there were inadequacies in staffing, facilities, and record keeping. The faculty was not unaware of this, but the superintendent and school board were under great pressure to economize.[9]

In 1931, after the retirement of Bartholf, the junior college was reorganized and the administration separated from the high school. Dr. J. Leonard Hancock was appointed Dean of the Junior College, and associate deans were appointed for each of the major divisions of the college.[10]

The legality of the Junior College in the public school system was being questioned and on December 9, 1931, the legislature approved an amendment to the 1909 act for the establishment and maintenance of a system of free schools. The Board of Education was authorized to:

> "manage and provide for the maintenance of not more than one junior college, consisting of or offering not more than two years of college work beyond the four year course of accredited high schools, as a part of the public school system of the city."[11]

An economy move was made by the Board of Education in July, 1933, and the Junior College was among a number of school services which were abolished.

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[8] *Ibid.*, p. 3.

[9] Elbert K. Fretwell, Jr., "Establishing a Junior College," *The Public Junior College*, ed. Nelson B. Henry, p. 274.

[10] Chicago Board of Education, *50th Anniversary Chicago City Junior College*, p. 3.

[11] *Ibid.*

Many of Chicago's leading citizens protested this action and the citizen groups presented facts and arguments to the Board of Education. Within six months the Board of Education reversed its decision on the public junior college.[12]

The next year, September, 1934, three branches were opened: Chicago City Junior College, Wright Branch (Northwest); Chicago City Junior College, Wilson Branch (South); and Chicago City Junior College, Herzl Branch (West).[13]

A Committee of administrators from the University of Illinois officially accredited the Junior College in 1936. Accreditation from the North Central Association was obtained in 1941.[14]

During the years of World War II, enrollments declined and adjustments were made by moving the Herzl and Wright branches and making their buildings available to the government for its training programs.[15]

The use of the Wright and Herzl buildings was regained early in 1946. Returning veterans swelled enrollments. The school day was extended from 8:00 A.M. to 10:00 P.M. Evening programs of junior college work were carried on at Schurz, Austin, and Englewood High Schools and in 1948 were transferred to the Chicago City Junior College.[16]

In 1954 the Herzl Branch was moved to the Crane Technical High School building, and renamed Crane Junior College. A period of expansion began in 1956 and new branches were opened.[17]

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[12] Ibid.

[13] Ibid., p. 8.

[14] Ibid.

[15] Ibid., p. 10.

[16] Ibid.

[17] Ibid., p. 5.

September, 1956, the Amundsen Branch of the Chicago City Junior College (North) was opened in the Amundsen High School building.[18] At the same time the offering of credit courses through the media of open circuit television was begun. The experiment was successful and the TV college has remained.[19]

February, 1957 the Southeast Branch (Southeast) was opened in the Chicago Vocational High School building.[20]

February, 1958, the Fenger Branch (Southwest) was opened in the Fenger High School Building.[21]

September, 1960, the Bogan Branch (Southwest) was opened in the Bogan High School building.[22]

In 1962 a seventeen story building was purchased in Chicago's "Loop," the business center of the city, and in the Fall of 1962 the Loop campus opened. This brought the number of campuses to eight plus the TV college.[23] A map indicating the locations of the Chicago City College branches is shown in Appendix A (page 153).

The Chicago City Junior College converted to a trimester program in September, 1962. Under this program, the school year comprised three sixteen week trimesters. The Fall trimester began in September; the Winter trimester began in January; the Spring trimester began in May. The campuses of the college had the option of dividing the third trimester into two eight week terms. Also, at their option was the offering of a special twelve week program, four weeks after the beginning of the Winter trimester, for mid-year high school graduates.[24]

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[18] Ibid., p. 17.

[19] Ibid., p. 16.

[20] Ibid., p. 17.

[21] Ibid.

[22] Ibid.

[23] Clifford G. Erickson, "Multi-Campus Operation in the Big City," Junior College Journal, XXV (October, 1964), 18.

On July 1, 1966, the Chicago City Junior College was transferred from the direction of the Board of Education to the Board of Junior College District #508, County of Cook and State of Illinois. At that time the name was officially changed to Chicago City College.

The Board of Junior College District #508 adopted a semester calendar for Chicago City College, effective September 5, 1966.[25]

The Office of Research and Evaluation which offered its assistance and available information to enable this research to be conducted had its name changed to the Office of Instructional Services in September, 1967.

Administrative Organization - 1963

The activities of the multi-campuses were coordinated by a central inter-campus administration headed by an executive dean. A council of deans, consisting of the executive dean and several campus deans, discussed, revised, and approved educational policies affecting all campuses. A dean of television instruction to all campuses and on open circuit throughout the city. An office of institutional research and evaluation provided services to all campuses. Faculty recruitment took place at the separate campuses, but the central office coordinated these efforts, and approved recommendations for hiring, tenure, and promotion.[26]

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[24] *Chicago City College Catalog, 1967-68*, p. 24.

[25] *Ibid.*, p. 3.

Curriculum - 1963

Due to its organization, the multi-campus Chicago City Junior College was able to develop new campuses and special programs to meet the needs of particular communities.

A common catalog, presenting the programs of several campuses has been used since the origin of the multi-campus in 1934. The catalog provided an organized program for immediate use by a new campus. It included basic courses given on all campuses and having common objectives, and specialized courses offered at certain campuses. Experienced faculty from existing campuses were used at new campuses to assure a quality program from the beginning. A common time schedule of classes made it possible for television instruction to bring the best of the faculty to all campuses.[27]

All campuses offered common transfer and terminal curricula in such fields as business, but each faculty had the opportunity to offer programs particularly suited to its community. Campus specialization was desirable in the technical curricula. The Crane campus, located near a large medical center, developed health science curricula. Business curricula are centered at the Loop campus. Experimental programs were begun at a single campus and when well established could be extended to other campuses.[28]

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[26] Erickson, pp. 19-20.

[27] Ibid., p. 20.

[28] Ibid., p. 21.

The curricula were developed to include certain common core elements in general education and a core of field-related electives. The cores, common to several curricula, lead to sequences in specialization. This could enable students to begin their work at one campus and transfer to another campus for a specialized program.[29]

Special Programs for the Undereducated

Due to its open-door policy, many of the students who register in junior college do not qualify for regular college level work. In the Chicago Junior College System these students are enrolled in the Basic Program. This program, one year of pre-college work in reading, writing, speaking, social science, and humanities, provides an educational experience even for those who do not qualify for regular college work at the end of the year. The number who qualify for regular college work, at the completion of the Basic Program, varies, but on one campus as many as thirty per cent did qualify.[30]

In addition to the Basic Program, all campuses offer remedial courses, in order that inadequately prepared students may qualify for regular college work. "In this way standards are maintained in the regular college courses without denying educational opportunities to persons with previous education misfortunes."[31]

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[29] Ibid.

[30] Ibid.

[31] Ibid.

Objectives, 1962 - 1963

The major objectives of junior college education as set forth in the catalog of 1962-1963 were as follows:

"1. To provide the first two years of training for students who expect to complete a four year college education;
2. To provide pre-professional education for students who expect to pursue professional curricula in higher institutions of learning;
3. To provide semi-professional education for students who expect to enter directly into commerce or industry;
4. To develop those understandings, skills, values, and attitudes desirable for effective living in contemporary society by means of a well-organized program of General Education."[32]

Admission Requirements

Students were admitted to the Junior College who were graduates of accredited high schools, transfers from other colleges, or special students, nineteen years of age or older. Graduates from high school were admitted on the basis of their high school records (transcripts). Transfer students also had to supply transcripts of prior college work.[33]

Students who had poor scholastic records in other colleges were admitted, upon evaluation, on probation for one term.

Students, nineteen years or older, who did not fulfill admission requirements, could be admitted as special students, provided they showed good cause for admission.

Effective September, 1963, all new freshmen students had to take the A.C.T.

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[32] Chicago City Junior College Catalogue, 1962-1963 (Chicago, Ill.: Chicago Board of Education, 1962), p. 14.

[33] Ibid., pp. 14-15.

program test through their high school.[34]

Tuition

Students who are legal residents of Chicago paid no tuition, non-residents students were charged $17.00 per semester hour of credit.

Student Personnel Service

The Department of Personnel Service of the Junior College was available to help the students with individual problems. When the student entered a special effort was made to become acquainted with the student's abilities and interests through personal interviews, educational and mental tests, and questionnaires. Using the information acquired, counselors endeavored to assost students to plan educational programs, to make vocational choices, and other decisions brought about by personal problems.[35]

Freshmen were given special attention during their first semester.

> "An orientation class is provided to familiarize students with the services available at the College, to give information concerning College regulations and requirements, to interest them in the student activities program, and to consider problems regarding aptitudes and abilities relating to vocational choices. In addition, each student is interviewed personally by a counselor who assists him in becoming acquainted with the College and in making decisions with reference to more intimate situations that concern him as an individual."[36]

Vocational Guidance and Placement Services

Individual testing was used in an effort to appraise the interests, aptitudes and capacities of the student. Vocations, in terms of job opportunities, occupational trends, and the student's characteristics, were explored through personal interviews. The student was given assistance in planning a program of education to achieve the career objective chosen.[37]

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[34] Ibid.

[35] Ibid., p. 17.

[36] Ibid.

The Placement Counselor assisted in placing graduates in full-time work and aided students in obtaining part-time work during the school year and summer vacations.[38]

Student's Program

The full-time schedule was usually five courses (16 to 18 credit hours), but a student could take only one course if desired.[39]

Requirements for the Associate in Arts Degree

"Students are eligible for graduation on satisfactory completion of sixty semester hours of academic credit, plus one hour of credit in physical education for each semester of a full-time program as follows:

Course	Semester Hours
English 101 and one other course in communication	5 or 6
Social Science, 101, 102	6
Biology 101, 102, or 111, 112	6 or 8
Physical Science 101, 102, or Home Economics	6
Humanities 201, 202	6
Physical Education	0 to 4
Electives	28 to 31"[40]

Students are required to maintain an average grade of "C" (2.00 grade point average) in the academic courses. "All courses must be numbered 101 or higher."[41]

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[38] *Ibid.*

[39] *Ibid.*, p. 20.

[40] *Ibid.*, p. 21

[41] *Ibid.*

Requirements for Diploma

Students who completed sixty hours of academic work but did not meet the specific requirements for the Associate of Arts degree were eligible to receive a diploma.[42]

Classification of Students

Classification of students was made according to the following criteria:[43]

		Semester Hours of Credit
Freshman	B	0 - 14
Freshman	A	25 - 28
Sophomore	B	29 - 44
Sophomore	A	45 - 64

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[42] *Ibid.*, p. 22.

[43] *Ibid.*

CHAPTER III

REVIEW OF RELATED LITERATURE

Introduction

Surveys are made before the establishment of junior colleges to assess the need for this type of an institution and to determine the type of curricul the junior college should offer. Once the institution has been established it is just as important to conduct research to evaluate the college program.

Thomas J. O'Connor states that the three basic concepts of research in follow-up studies, whether based on the total program or a particular segment of the program, are:

> "1) clarifying what the college is attempting to do;
> 2) identifying the important tasks among its many activities; and 3) evaluating the effectiveness of its programs and efforts."[44]

O'Connor further states that, "Follow-up studies serve to measure effectiveness of instruction, curriculum, and student personnel services."[45]

Lawrence G. Derthick, Commissioner of Education in 1956, stated that the junior college makes education available to many who would never continue education beyond high school. It screens those whose ambitions and interests are unrealistic, in view of their aptitudes and capabilities, and offers them alternate programs. The junior college offers pre-professional programs in basic fields, and provides more opportunity for the college and universities to stress upper division and graduate work. It is more sensitive to occupational changes and can provide for vocational training, vocational upgrading, and training for those in whose fields employment has been changed due to automation and/or technological change. It provides general education to improve the individual as a worker, a person, and a responsible citizen. The junior college serves the community in providing adult education in specific cultural, artistic, and educational areas.[16]

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[44] Thomas J. O'Connor, Follow-up Studies in Junior Colleges: A Tool for Institutional Improvement (Washington, D.C.: American Association of Junior Colleges, 1965), p. 10.

[45] Ibid., p. 11.

The junior college exists to provide educational advantages to a student body. The extent to which it is successful is certainly an area worthy of assessment.

The area of research of this study involves the follow-up of an entire entering full-time freshmen class in a junior college system that offers transfer and terminal programs.

There have been studies of the transfer students' success in the four year colleges, which have incorporated the junior college student. Studies, were noted, that dealt with the choice of trade undertaken by students entering junior colleges that offered only training in terminal trade programs.

These studies, though useful, are limited in their approach when discussio is related to all entering junior college students, regardless of program. It is for this reason that research studies that apply specifically to junior colleges that offer transfer and terminal programs will be emphasized.

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[16] L. G. Derthick, "The Expanding Role of the Junior College," *Junior College Journal*, XXVIII (December, 1957), 185.

Studies of Junior College Students

D'Amico and Prahl made a study of Flint Junior College graduates of 1953-56. They were sent questionnaires requesting information on further education, occupations, and cultural interests, all with specific reference to prior junior college training. This data was combined with achievement and aptitude data. Due to the lack of a representative sample (46% return) the following conclusions were drawn: 1) the dropout rate seems considerably higher than that found at four year institutions; 2) students chose the junior college for economic reasons; 3) those who graduate from the junior college stand a good chance of succeeding at a four year institution, women more so than men; 4) job placement facilities could be expanded; and 5) a need to include in the college program further training and experience in civic and political activities.[47]

Berg in his follow-up of students leaving Everett Washington Junior College between 1948-58 showed that eighty per cent of the entering students chose transfer programs, although only 47.3 per cent actually transferred. Intention to complete requirements for the baccalaureate degree was expressed y fifty-six per cent of the students.[48]

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[47] Louis A. D'Amico and Marie R. Prahl, "A Follow-up of Educational, Vocational, and Activity Pursuits of Students Graduated From Flint Junior College, 1953-54," *Junior College Journal*, XXIX (April, 1959), 474-77.

Research on dropouts has been minimal. After students drop from college, hey are difficult to contact and do not give further reasons or causes for heir withdrawal. If the student withdraws unofficially, or leaves at the end f the semester, it is difficult to assess his reason for doing so since he as no further contact with the junior college.

Matson compared the characteristics of two hundred and seventeen students ho withdrew from public junior colleges with others who remained in school. he discovered that there was very little difference between the two groups ith regard to sex, marital status, veteran status, high school attended, ocio-economic status, academic aptitude, or grade point average. She stated he possibility that the student who withdraws lacks a sense of belonging or dentification with the college.[49]

What does a junior college student want from a two-year college? It was ound that the junior college student wants the following:

1. Visible personal identification as a college student.
2. Peer relationship and identification.
3. Need for status and security encourages him to seek identification with a status occupation or curriculum.
4. Emancipation from home and parents as is so apparent among students in four year institutions.

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[48] Rodney K. Berg, "A Follow-up Study of Students Leaving the Everett ashington Junior College Between 1948 and 1958" (unpublished Doctoral issertation, University of Washington, Seattle, Washington, 1958) cited by locker, Plummer and Richardson, Jr., p. 119.

[49] Jane E. Matson, "Characteristics of Students Who Withdraw from a Public unior College" (unpublished Doctoral dissertation, Stanford University, 955) cited by O'Connor, p. 47.

5. Sees college as a milieu in which he can live and be treated as an adult.
6. To qualify himself for a vocation.[51]

If the needs of the student are not met in the junior college he may withdraw from the situation.

Roleder investigated the identification of potential drop-outs by measurement of attitudes. He selected the following attitude areas for his study.

1. Motivation
2. Collegiate culture
3. Levels of aspiration
4. Family relationships
5. Socioeconomic status.

The scale used in the experiment labeled correctly eighty-one per cent of the drop-out group and seventy-three per cent of those who remained in college.[52]

Being able to determine the potential drop-outs can enable a junior college to ascertain the counseling approaches that will be most effective in assisting these students to achieve their goals, and thereby increase their retention rate.

In a study on vocational choices of entering junior college students, Lubick found that out of 1,226 cases (670 male, 556 female) thirty-four per cent (418) were undecided as to occupational choice on entering junior college. Fifty-one per cent of the male and thirty-six per cent of the female students were aiming at professional level jobs. Personal satisfaction is the most important factor that students look for or hope to find in the career that they choose. There was a significant sex difference in that girls chose social service occupations.[53]

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[51] *Ibid.*, pp. 118-120.

[52] George T. Toleder, "College Attitude Measurement by Direction of Perception Technique" (unpublished Master's Thesis, Claremont Graduate School, 1958) cited by O'Connor, p. 47.

Another study on vocational choice by Todd found that only nineteen per cent lacked a vocational choice but thirty-eight per cent of those with a choice indicated doubt as to their prospects of actually working in their chosen field.[54]

Meyer and Hannelly made a study on the nature of student problems in November 1954. Questionnaires were sent to forty-one junior colleges and completed by instructors, deans, counselors and directors of student personnel. The problem areas having to do with choice of curriculum was the most frequently mentioned. The area second highest in frequence was that of dropping a course; due perhaps to changes in the curriculum.[55]

Following is a portion of the chart. The chart goes down to one hundred, but these are the highest and include the more important areas of concern, especially in academic advising.[56]

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[53] Emil E. Lubick, "Vocational Objectives of Entering College Students," Junior College Journal, XXV (February, 1955), 319-26.

[54] Lindsey O. Todd, "Meeting the Needs of Junior College Students" (unpublished Doctoral dissertation, George Peobody College for Teachers, 1943) cited by Blocker, Plummer and Richardson, Jr. in The Two Year College: A Social Synthesis, p. 125.

[55] A. M. Meyer and Robert J. Hannelly, "The Student Personnel Program," The Public Junior College, ed. Nelson B. Henry, pp. 191-212.

[56] Ibid., p. 193.

Problem	No. of Cases
Choice of curriculum	1,568
Dropping a course	1,034
Absences	963
Registration	775
Getting a job	716
Change of curriculum	601
Use of college facilities	540
Drop-out	461
Official withdrawal	458
Vocational testing	441
Transfer of credit	419
Adding a course	416
Aptitude testing	412

Meyer and Hannelly feel that the junior college which limits its educational program to classroom activities and does not provide student personnel services can do little for students who present personal problems. Students' efforts to attain full value from their junior college work can be obstructed by persistant personal problems. They need the assistance which comes from guidance and counseling, a well-organized program in extra class activities, and placement and follow-up.[57]

A study on the problems of junior college students, completed by the students in twenty public and private colleges in Texas, found that the area of most concern to the students was not enough time for social functions. The five areas of greatest concern listed by students in public colleges were:

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[57] Ibid., p. 191.

1. Do not have enough time for social functions.
2. Inability to concentrate.
3. Have too little time for recreation because of school assignments.
4. Do not know how to develop a philosophy of life.
5. Do not have enough time to sleep.[58]

The difference in the results of the study by Meyer and Hannelly and the study by Douglas and Rack are, undoubtedly, due to the difference in the groups approached, and to the way the questionnaires were worded. It is also possible that there are differences in the perception of problems and ways in which to resolve them. The staff of the junior colleges, those surveyed by Meyer and Hannelly, were more likely orientated to the academic problems. The students, surveyed by Douglas and Rack, were more likely orientated to their personal problems.

College registration proves to be a traumatic experience for many students. Attempting to enroll in classes that meet their requirements or needs, at the hours that are compatible with their out of school schedules, they experience confusion as to course and curriculum requirements. All of this is especially difficult for the new student.

The counselor has an important role in enrolling students in appropriate courses and curricula. The junior college aids students in their learning regardless of curriculum they pursue. The counselor's job is to assist students in making sound decisions as to the courses they should study, so that the students can successfully learn the material in the courses they take.[59]

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[58] O. B. Douglas and Lucille Rack, "Problems of Junior-College Students," Junior College Journal, XX (March, 1950), 380-388.

[59] Donald A. Biggs, "The Present Problems of California Junior Colleges in Enrolling Students in Appropriate Courses," Junior College Journal, XXXII (September, 1961), 9-10.

A pre-programming is used at Los Angeles Valley Junior College where students speak with a counselor and are given assistance, at that time, in planning their programs for the coming term.[60]

The problem of enrolling students in appropriate courses is related to another problem - scholastic standards.

The development of an adequate pre-testing program can provide counselors with proper data to use in guiding students into a transfer or terminal curriculum, depending upon where their talents lie. The predictive tools available at the junior college level are meager. Nevertheless, the testing program must be based on the needs of the individual school and local norms and validity data should be obtained.

A selective admission policy, with regards to transfer programs, will help to change the concept that students should be permitted to fail such courses before considering more realistic alternatives. They should be required to work up to transfer programs rather than be allowed to enter such programs and be counseled into technical curriculum when they cannot succeed.[61]

In the Winter of 1962-63 the Chicago City College made a decision to use the American College Testing Program. All new full-time freshmen, registering for the fall trimester 1963, were required to take the ACT tests. They were used in placement and counseling of students. The objective was to assign students to curricula and to courses which were in accord with their goals and in which they would have the best chances for success. This included special honors courses as well as remedial courses, transfer as well as terminal programs.

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[60] C. S. Marsh, "Now Tell Me This, Counselor," Junior College Journal, XXV (February, 1955), 347-50.

[61] Blocker, Plummer, and Richardson, Jr., p. 288.

At the Wright campus local placement scores for various courses were devised. Each year these scores have been revised and additions made so that faculty counselors could more properly counsel the students and so that registration could be handled in minimum time.[62]

For the recent high-school graduate, new to college life, selecting an occupation or vocation is not an easy task. The first year student comes to college with little or no idea about an occupational goal, a vague or poorly defined goal, a goal which is definite but based on scanty or inexact information, or a goal which shifts with very little basis for change. These students need an orientation into the possibilities which exist for them, together with knowledge and understanding of their own abilities as these relate to the occupations or professions open to them. The responsibility for this orientation lies with the counselors in the guidance department.[63]

Research conducted in Great Britain found that educational and vocational guidance appears as a continuous process. They also found that the adolescent is unaware of the nature of the social organization of industry and the kind of human relations situations he is likely to meet. He is unaware of the nature of skill and the kind of training required to reach a given level of skill. The adolescent needs clarification on the nature of work satisfactions he is likely to achieve, and there is some evidence of levels of aspiration which are out of touch with reality. Schools need to wean the adolescent from being too dependent on the teacher and it is necessary to find ways of involving more parents in the guidance process.[64]

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[62] Robert M. Runde, "Freshman Placement Uses of a Nationwide Test," College and University, XCI (Winter, 1966), 190-198.

[63] Melvene Draheim Hardee and Dorothy M. Pollock, "A Process of Investigation for Occupational Interests," Junior College Journal, XIX (December, 1948) 177.

Studies of Student Personnel Services

Humphreys summarizes the findings of a questionnaire study asking junior college administrators to report on the student personnel practices and programs in their colleges. He observes that actual practices, in this area of student service, are far behind stated claims of the importance of the student personnel function in junior college.[65]

Orange Coast College found that the counseling program needed strengthening, and gave consideration to some of the following matters:

1) continuous improvement of techniques for helping students plan their transfer programs,

2) discovering some means of identifying the potential dropouts of October-November and March-April, so that some of these individuals could be assisted with their difficulties and continue their education,

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[64] Ernest W. Hughes (Newcastle-upon-Tyne) "Transition From School To Industry and Further Education," International Review of Education, XI, No. 3 (1965), 337-49.

[65] Anthony J. Humphreys, "Facts Concerning Student Personnel Programs," Junior College Journal, XIX (September, 1948), 8-13.

3) providing better vocational information and assisting students to develop more realistic evaluations of their employment potentials,

4) developing course offerings which appeal to students because they meet needs which are recognized by the students,

5) considering the economic waste involved when a good many students spend their first semester training for the wrong occupation,

6) providing for the students' desire for more vocational counseling.[66]

Student personnel workers in the junior college are aware of the needs of the students in many areas. Vocational choice is one of the areas of concern. Unrealistic aspirations of the students and how to enable the student to alter his choice along more realistic lines is another. These concerns do not bring in the personal or social problems which the students may have and which are interwoven, many times, with vocational choice and unrealistic aspirations.

The student personnel service has not kept up with the increasing enrollment of students. Qualified student personnel workers are not available in great numbers. In many institutions members of the regular faculty are recruited to act as individual counselors, especially those who seem to have a certain empathy with the students. The faculty do this service in addition to their regular teaching schedule or are allowed some released time. A faculty advisor, in a major area, may act as the counselor for students in that major area. In these instances, the availability of the faculty advisor is oft-times limited.

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[66] B. H. Peterson, "A Self Appraisal of Educational and Occupational Needs of the Coastal Area of Orange County," _Junior College Journal_, XXV (March, 1955), 385-391.

Starr found that many institutions did not make adequate provisions for guidance functions. In most cases it was looked upon as a secondary function, and the personnel varied from college to college. In most of the institutions the classroom instructor served as personal counselor, academic advisor, and guidance committee member. In larger colleges professionally trained guidance personnel were being used in student contact relationships.[67]

He found that the student personnel services followed a consistent pattern. The degree to which services were offered depended on personnel available, the needs of the students, and the philosophy of the college. In personal-social guidance there was a lack of trained counselors, and where they were available, they were assigned other duties during the day and this cut down on their availability. The academic-vocational guidance program received much attention in all of the colleges studied.[68]

The following recommendations were made by Starr as a result of this study:

1) An effort should be made to find methods which will make students aware of the services available.

2) More personnel should be provided for more extensive follow-up.

3) Only those trained in guidance and counseling should be permitted to do personal counseling.

4) More professional counselors should be added to the staff, a minimum of one for every 350 full-time day students.

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[67] James M. Starr, "Guidance Practices in Selected Junior Colleges in the Northwest," Junior College Journal, XXXI (April, 1961), 443.

[68] *Ibid.*, p. 444.

5) In-service training programs should be varied as to time and place and kind of program.

6) Teaching staff should be used in areas where their training equips them.

7) Professional counselors should be available all hours of the day.

8) More extensive personal records need to be kept.

9) There should be a better use of school and community resources.[69]

An attempt to determine areas that need strengthening in the Chicago City Colleges is the purpose of this study. With burgeoning enrollments situations change rapidly semester by semester. Since this study began, changes have already occurred in the Student Personnel Service in the Chicago City Colleges. More personnel have been employed and some reorganization has occurred.

It is, however, important to realize that this study involves the perceptions of the 1963 full-time entering freshmen four years later. Conditions that existed in 1963, when they entered and for the years of attendance, are more pertinent to their responses to the questionnaire.

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[69] *Ibid.*, pp. 445-46.

CHAPTER IV

PROCEDURE

In beginning this investigation it was realized that the rate of return in follow-up studies, done through a mailed questionnaire, is considerably less than would be achieved through other means. Stephen Withey states that, in practice, a sixty per cent response to mailed questionnaires is a fairly good accomplishment, but insufficient to eliminate bias. Those who answer questionnaires differ from those who do not do so.[70]

It was felt that since these students had enrolled in 1963 and four years had elapsed since then, the best way to reach the greatest number was by mailing questionnaires to all of the 1963 entering freshmen. After the return of those questionnaires that were undeliverable a random sample of one thousand was taken as the major basis for this study.

Determining Sample

The Office of Instructional Services made available a listing of all the entering full-time freshmen of September 1963 in all the branches of Chicago City College. Information on addresses was available through data processing from the Loop and Wright branches. The other branches were sent the names of the students and were requested to furnish the addresses they had on file for these students.

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[70] Stephen B. Withey, "Survey Research Methods," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: Macmillan Co., 1960), p. 1118.

The total number of all entering full-time freshmen in September, 1963 was 3,358. Addresses were not available for 115 of the students in all the branches. The sample used for the first mailing of the questionnaire was, therefore, 3,234. There were 465 undelivered questionnaires and excluding these the general sample was 2,769. The composition of the general sample by branches is shown in Table 1.

The per cent of the general sample to the entire entering freshmen class is fairly representative by branches. The average of all the branches is 82.46 per cent. Four branches, Bogan (84.06 per cent), Fenger (85.71 per cent), Southeast (86.17 per cent), and Wright (85.32 per cent) had a greater representation than the average. Amundsen-Mayfair (85.51 per cent), Crane (76.23 per cent), Loop (78.38 per cent), and Wilson (75.11 per cent) had a lesser representation than the average.

The representation by branches is greater by no more than 3.71 per cent, and lesser by no more than 7.35 per cent. These differences are due to unavailable addresses and the number who had moved.

To determine the random sample, every third name was chosen from one sheet of names, and every second name from the next sheet of names, using the general sample as a base. Each sheet contained approximately twenty-four names. A total of one thousand names was thus selected.

The composition of the random sample according to branches, sex, and percentage of general sample is shown in Table 2 on page 34.

The average of the random sample to the general sample is 36.11 per cent

TABLE I

COMPOSITION OF THE GENERAL SAMPLE ACCORDING TO BRANCHES, TOTALS, AND PERCENTAGES

Branch	Total Entering Freshmen	No Add.	Moved	General Sample (G. S.)		% of G. S. to Total Ent. Freshmen
				No.	%	
Amundsen	195	7	31	157	5.67	80.51
Bogan	138	5	17	116	4.19	84.06
Crane	223	7	46	170	6.14	76.23
Fenger	49	2	5	42	1.52	85.71
Loop	333	19	53	261	9.43	78.38
Southeast	405	8	48	349	12.60	86.17
Wilson	442	16	94	332	11.99	75.11
Wright	1,573	60	171	1,342	48.46	85.31

TABLE 2

COMPOSITION OF RANDOM SAMPLE ACCORDING TO BRANCH, AND PERCENTAGE OF GENERAL SAMPLE

Branch	Total Random Sample	General Sample	Per Cent of General Sample
Amundsen	55	157	35.03
Bogan	42	116	36.21
Crane	59	170	34.71
Fenger	15	42	35.71
Loop	94	261	36.02
Southeast	128	349	36.68
Wilson	120	332	36.14
Wright	487	1,342	36.29
Total	1,000	2,769	36.11

Four branches, Bogan (36.21 per cent), Southeast (36.68 per cent), Wilson (36.14 per cent), and Wright (36.29 per cent), had a greater representation. Amundsen-Mayfair (35.03 per cent), Crane (34.71 per cent), Fenger (35.71 per cent), and Loop (36.02 per cent) had a lesser representation. The representation by branches is greater by no more than .57 per cent, and lesser by no more than 1.40 per cent. This was considered a good cross-section of the general sample for the random sample.

In determining the sub-sample of one hundred, for the third follow-up, every seventh name was chosen from the non-respondents in the random sample. A sub-sample was chosen rather than contacting all non-respondents because of the expense involved. The composition of the sub-sample according to branch is shown in Table 3.

TABLE 3

COMPOSITION OF SUB-SAMPLE
ACCORDING TO BRANCH

Branch*	A	B	C	F	L	S	Wi	Wr	Total
No.	6	5	7	2	9	14	12	45	100

*A (Amundsen); B (Bogan); C (Crane); F (Fenger); L (Loop); S (Southeast); Wi (Wilson); Wr (Wright).

Instrument Used

The questionnaire was formulated with the cooperation of the Office of Instructional Services. With the benefit of their experience, in studies using questionnaires with the junior college population, the writer was able to refine the questionnaire to obtain the needed data, and to code the questions for possible use of data processing equipment. A sample questionnaire is presented in Appendix B (page 154).

The first five questions were of a general nature to help categorize the students according to sex, branch of Chicago City College attended, hours earned at Chicago City College, marital status, and whether or not they were a graduate of Chicago City College.

One of the areas of investigation was the reason or reasons why students left Chicago City College before graduation. The student was given the option of checking as many as he wished. It was found, with few exceptions, that three reasons were the most that was checked. In compiling the data for this question up to three reasons were counted, so that any count of the reasons given will result in a greater number than the number of respondents.

If the student left Chicago City College through transfer or graduation, he was asked to indicate any additional education he may have taken. In addition, he was asked for what profession or occupation he was preparing himself, with reference to the additional education.

One question was related to jobs the student had held since September, 1963, specifying the type of work. Of concern here was the number of jobs and the type of present job.

A series of questions were related to the present job:
1) status of the job (permanent or temporary); 2) satisfaction with the job; 3) opportunities for advancement; 4) place that knowledge or training for the job was acquired (more than one choice could be made, two was most common); and 5) extent to which his junior college education helped him on his present job.

The student was asked to tell in what way his junior college experience could have been more helpful. Although this was a free response question, the responses were able to be categorized into the following fifteen classifications:

1) receive more counseling,
2) help with study habits,
3) follow program of senior college for transfer,
4) offer more specialized courses,
5) improve hours courses offered,
6) improve surroundings, facilities, staff,
7) have more understanding teachers,
8) have more school activities,
9) permit me to take courses interested in,
10) wish I had taken more practical courses,
11) wish I had finished and obtained a degree,
12) it did broaden my background,
13) it was satisfactory,
14) it was helpful,
15) it was no help.

The next series of questions asked the student to check, 1) strongly agree, 2) agree, 3) undecided, 4) disagree, or 5) strongly disagree, with reference to statements about curriculum, courses, and provisions for obtaining advise on educational, vocational, or personal problems.

Acquiring the Data

Envelopes, each containing a questionnaire, a cover letter, and a metered postage paid-self-addressed envelope were sent, April 19, 1967, to the entire 1963 entering freshmen class (3,234), for which addresses were available. The questionnaire is presented in Appendix B (page 154), and the first cover letter in Appendix C, (page 155).

In Table 1 it was shown, in the composition of the general sample, that 465 students had moved and mail to them was undeliverable. Checking with the post office it was found that, after two years, mail was no longer forwarded to the new address. This table shows the general sample to be 2,769.

The returns and percentages of return of questionnaires in the general sample are shown, by branches, in Table 4. The average per cent of return was 11.56 per cent. Three branches, Loop (13.03 per cent), Wilson 11.75 per cent), and Wright (12.44 per cent) had a greater percentage of return. The other branches had a lesser percentage of return; Amundsen (11.46 per cent), Bogan (8.62 per cent), Crane (8.24 per cent), Fenger (7.14 per cent), and Southeast (10.03 per cent).

The return by branches is greater by no more than 1.47 per cent, and lesser by no more than 4.42 per cent.

The total number of returns from the general sample was 320, equal to a return of 11.56 per cent.

A follow-up was made June 20, 1967 of the students in the random sample (853), who had not replied to the first mailing of the questionnaire, by sending them a questionnaire, a new cover letter, and a metered self-addressed envelope. The second cover letter is oresented in Appendix D, (page 156).

A second follow-up was made July 19, 1967 of a sub-sample of the random sample population. Another copy of the questionnaire, a third cover letter, a form requesting the whereabouts of the student, and a metered envelope were sent to the one hundred students comprising the sub-sample. The third cover letter and the request for the whereabouts of the student are presented in

Appendix E, (page 157).

TABLE 4

QUESTIONNAIRES RETURNED IN GENERAL SAMPLE ACCORDING TO BRANCH, SEX, AND PERCENTAGE

Branch	Total General Sample	Returns General Sample			Total Returns General Sample
		M	F	No.	Per cent
Amundsen	157	13	5	18	11.46
Bogan	116	4	6	10	8.62
Crane	170	3	11	14	8.24
Fenger	42	2	1	3	7.14
Loop	261	19	15	34	13.03
Southeast	349	21	24	35	10.03
Wilson	332	21	18	39	11.75
Wright	1,342	103	64	167	12.44
Total	2,769	186	134	320	11.56

The returns and percentages of return of questionnaires in the random sample are shown, by branches, in Table 5. The average per cent of return was 36.40 per cent. Four branches, Amundsen (38.18 per cent), Loop (38.30 per cent) Wilson (37.50 per cent), and Wright (40.04 per cent) had a greater percentage of return. Four branches, Bogan (23.81 per cent), Crane (22.03 per cent), Fenger (20.00 per cent), and Southeast (32.03 per cent) had a lesser percentage of return.

The return by branches is greate
lesser by no more than 16.40 per cent

The total number of returns from the random sample was 364, equal to a return of 36.40 per cent.

Remembering that a sixty per cent return is a fairly good accomplishment, the 36.40 per cent return for the random sample must be looked upon as evidencing bias. Those who did not respond might have answered the questionnaire differently from those who did respond.

Questions to be Answered

The results of this study, to be discussed in Chapter V, will be developed in order to obtain answers to the following questions:

1) What has become of the entering freshmen four years later?
2) Have they received any education elsewhere?
3) If they have, what type of education did they receive?
4) What type of occupation were they preparing for when they received additional education?
5) What occupation are they engaged in at present?
6) What kind of evaluation of the Student Personnel Services (SPS) do the students give who are presently in senior institutions, or who have received a Bachelor of Arts or Bachelor of Science degree?
7) What kind of evaluation of SPS do students give who obtained some type of technical education?

TABLE 5

QUESTIONNAIRES RETURNED IN RANDOM SAMPLE ACCORDING TO BRANCH, SEX, AND PERCENTAGE

Branch	Total Random Sample	Returns Random Sample		Total Returns Random Sample	
		M	F	No.	Per cent
Amundsen	55	14	7	21	38.18
Bogan	42	6	4	10	23.81
Crane	59	5	8	13	22.03
Fenger	15	2	1	3	20.00
Loop	94	10	26	36	38.30
Southeast	128	22	19	41	32.03
Wilson	120	26	19	45	37.50
Wright	487	134	61	195	40.04
Total	1,000	219	145	364	36.40

8) What kind of evaluation of SPS do students give who have received some type of certificate?

9) What kind of evaluation of SPS do students give who graduated from Chicago City College?

10) What kind of evaluation of SPS do students give who did not complete a

CHAPTER V

PRESENTATION AND ANALYSIS OF THE RESULTS

As has been previously explained questionnaires were sent to the entire full-time freshmen class of 1963 for which addresses were available. This mailing determined the general sample and provided a base for selection of the random sample.

The results of the study will be presented in such a manner as to attempt to answer the questions stated in the previous chapter.

The general makeup of the respondents will be presented first, in order to establish an overall picture of them. Responses will be treated in total and not according to branches as the numbers are too small to warrant such a minute breakdown.

Branch and Sex

The composition of the random sample according to branch and sex is shown in Table 5. It was explained in Chapter IV that the difference, by branches, of returns in the random sample was not greater than 3.64 per cent, and not less than 16.40 per cent. The Fenger branch represents the 16.40 per cent. It had the smallest number of entering full-time freshmen and offered a small number of courses in the evening.

Marital Status

The majority of the respondents, 68.95 per cent of the men, and 68.96 per cent of the females, indicated they were single. The responses and percentages are shown in Table 6. Of the respondents, 18.26 per cent of the men and 28.97 per cent of the women said they were married. None of the men and 1.38 per cent of the women indicated they were divorced or separated. None of the respondents said that they were widowed. The non-respondents to the question were mostly male students, 12.79 per cent, and, of the female students, only .69 per cent did not respond.

This question refers to their present marital status and does not indicate their marital status when they registered in September, 1963.

Hours Earned at Chicago City College

The purpose in asking the students how many hours they had earned at Chicago City College was to get some indication of the amount of contact they had with the junior college. The totals and percentages are shown in Table 7.

The highest percentage, 24.20 per cent for the males and 26.21 per cent for the females, had earned over sixty hours. The next highest percentage in both groups, males, 19.18 per cent, and females, 20.69 per cent, said they had earned between zero and fifteen hours. Table 7 shows that there is a fairly even spread in the hours earned from zero to over sixty. As in previous questions male non-respondents were greater, 14.61 per cent, while female non-respondents were 4.14 per cent.

TABLE 6

MARITAL STATUS ACCORDING TO SEX AND PERCENTAGE

Marital Status	Male		Female		Total	
	No.	%	No.	%	No.	%
Single	151	68.95	100	68.96	251	68.96
Married	40	18.26	42	28.97	82	22.53
Divorced or Separated	. .	. .	2	1.38	2	0.55
Widowed	. .	. .	. .	. .	. .	. .
No response	28	12.79	1	0.69	29	7.97
Total	219	100.00	145	100.00	364	100.00

TABLE 7

HOURS EARNED AT CHICAGO CITY COLLEGE ACCORDING TO SEX AND PERCENTAGE

Hours	Male		Female		Total	
	No.	%	No.	%	No.	%
0-15	42	19.18	30	20.69	72	19.78
16-30	30	13.70	27	18.62	57	15.66
31-45	30	13.70	23	15.86	53	14.56
46-60	32	14.61	21	14.48	53	14.56
Over 60	53	24.20	38	26.21	91	25.00
No response	32	14.61	6	4.14	38	10.44
Total	219	100.00	145	100.00	364	100.00

Graduates

The number of students, in the random sample, who graduated in 1965, 1966, and 1967 was ninety-two. As can be seen on Table 8, sixty-seven graduates (72.8 per cent) responded.

Separation of the graduates from the non-graduates was required for the questions relating to the student personnel services. The results of this question are shown in Table 8.

In addition to asking if they graduated, they were asked to indicate if they received an Associate of Arts (AA) degree or a diploma. Differences in these two were explained in Chapter II.

The largest percentage of respondents were non-graduates, 69.86 per cent for the men and 77.24 per cent for the women. The percentage of graduates who received an AA degree or diploma was 16.44 per cent for the men and 21.38 per cent for the women. It is important to note that 13.70 per cent of the males did not respond to this question, while only 1.38 per cent of the females did not respond.

Reasons Left Chicago City College Before Graduation

Students were given an opportunity to check their reason or reasons for leaving CCC before graduation from a list of twelve reasons plus other. In the other category they were asked to explain what it was. In all instances they indicated either illness or a personal problem as the reason. Table 9 shows the results of the responses according to frequency, percentage and rank order.

Of the 238 respondents, seventy-eight (32.77 per cent) gave transfer to a senior institution as one of their reasons for leaving. The next reason given

TABLE 8

GRADUATES AND NON-GRADUATES ACCORDING TO SEX, TYPE OF DIPLOMA, AND PERCENTAGE

	Male		Female		Total	
	No.	%	No.	%	No.	%
Non-graduate	153	69.86	112	77.24	265	72.80
AA Degree	31	14.16	26	17.93	57	15.66
Diploma	5	2.28	5	3.45	10	2.75
No response	30	13.70	2	1.38	32	8.79
Total	219	100.00	145	100.00	364	100.00

the most often, was that of money problems, forty-seven (19.75 per cent), with a rank of two for the men and three for the women. Forty-four (18.49 per cent) of the respondents gave poor grades as a reason for leaving, which was the next most often. This received a rank of three for the men and two for the women. The fact that courses did not meet their educational needs received the fourth rank, with forty students (16.81 per cent) giving this as one of their reasons. "Other, illness and personal problems," ranked fifth in frequency for the men and 4.5 for the women, the same frequency as "courses did not meet education needs." "Courses too dull" as a reason received a rank of 9.5 for the men, the same rank as marriage, and nine for the women.

TABLE 9

REASONS STUDENTS LEFT CHICAGO CITY COLLEGE BEFORE GRADUATION ACCORDING TO SEX, FREQUENCY, PERCENTAGE, AND RANK*

Reasons	Respondents	Male (143)	
	Freq.	%	Rank
Transferred to senior institution	51	35.66	1
Money problems	29	20.28	2
Poor grades	25	17.48	3
Courses did not meet educational needs	24	16.78	4
Other (illness, personal problems)	19	13.29	5
Offer of a job	16	11.19	6
Marriage	9	6.29	9.5
Courses did not meet personal needs	12	8.39	8
Armed forces	13	9.09	7
Courses too dull	9	6.29	9.5
Courses did not meet job needs	6	4.20	11
School too difficult	3	2.10	12
Not enough social life	1	0.70	13

*Three choices were accepted.

TABLE 9 (continued)

Female (95)			Total (238)		
Freq.	%	Rank	Freq.	%	Rank
27	28.42	1	78	32.77	1
18	18.95	3	47	19.75	2
19	20.00	2	44	18.49	3
16	16.84	4.5	40	16.81	4
16	16.84	4.5	35	14.71	5
8	8.42	7.5	24	10.08	6
12	12.63	6	21	8.82	7
8	8.42	7.5	20	8.40	8
1	1.05	12.5	14	5.88	9.5
5	5.26	9	14	5.88	9.5
2	2.11	10	8	3.36	11
1	1.05	12.5	4	1.68	12
2	2.11	11	3	1.26	13

"Courses did not meet job needs" ranked eleven for the men and ten for the women. "School too difficult" received a rank of twelve for the men and 12.5 for the women, the same rank as "Armed Forces." "Not enough social life" was the response checked least often and ranked thirteen for the men and eleven for the women.

It is apparent from the thirteen responses the students had to choose from that the most important reason for leaving Chicago City College before graduation is to transfer to a senior institution. The next group of reasons that the students give as cause for leaving are: 1) Money problems; 2) Poor grades; and 3) Courses did not meet educational needs.

The questions asked in Chapter I, as to why students leave the junior college before graduation, are answered somewhat.

Do these students leave to attend another institution of higher learning? According to their responses, a number of them do.

Are they using the junior college as a waiting room for admission elsewhere? Some of the students stated they went to junior college and worked in order to earn enough money to pay for their expenses at a senior institution. In these instances we can say they are using the junior college as a waiting room. For the others who made no such statement, no conclusions can be made.

Do they find the college work too difficult? Since enough students responded that poor grades was a reason for leaving, it can be said that for some the college work is too difficult.

Do the required courses discourage them? Those who gave as a reason for leaving the fact that courses did not meet their educational needs usually stated that the required courses did not meet their present or future needs. If the four reasons given, with reference to courses are considered together, it could be possible that an affirmative answer to this question is correct.

Is it the offer of a job? According to the frequency of responses this is definitely a possibility, more for the men than for the women.

What Students are Doing Presently

The greatest percentage of the students, 43.68 per cent, are working full-time. The second highest percentage, 23.63 per cent, are going to school full-time. The Armed Forces claim 22.37 per cent of the men and .69 per cent of the women. Of the remainder, 9.37 per cent are working part-time; 3.86 per cent of the women are housewives; 1.37 per cent each are in school part-time, not working, deceased, or doing something other; and only .27 per cent are in business for themself. The results are illustrated in Table 10.

Thus far it has been shown that the respondents in the random sample were primarily single, non-graduates, and were either working or in school full-time.

Additional Education

If the student left CCC before graduation, he was asked to list any additional education he may have acquired after leaving. The results are indicated in Table 11. The greater percentage of those who responded listed attendance at a senior institution, 35.71 per cent. In addition, 2.47 per cent had already received a bachelor's degree. This indicates that 38.18 per cent of those who responded left CCC to continue their education in a four year institution.

Attendance at a technical school was the next highest in response. Totaling those who responded that they received additional education at a technical school and those who received a certificate of some type, 10.71 per cent fit into the classification. Almost half, 49.45 per cent, had not received any additional education or chose not to answer this question.

Occupational Preparation

Those students who received additional education were asked what occupation they were preparing for in school. Occupations stated by the students were classified according to an adaptation of occupations from the Dictionary of Occupational Titles.[71] This was done to categorize the type of occupation, stated by the student, in as clear a delineation as possible to show areas of main emphasis.

As can be seen in Table 12, 29.13 per cent were preparing for professional positions, 5.49 per cent for semi-professional, and 4.95 per cent for managerial and official positions. As in the previous question about additional education, the greatest number of students did not respond, 52.20 per cent. This may be due to the fact that they had not received any additional education, and, therefore, were not preparing for an occupation, or they may not have had any definite educational goals, or they did not choose to respond to these two questions.

It is noteworthy that 35.71 per cent of the students continued their education in a senior institution, and 39.57 per cent were preparing for professional, semi-professional, or managerial and official positions.

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[71] Dictionary of Occupational Titles. Vol. 1 and II, 3rd ed. revised, Washington, D.C.: U. S. Government Printing Office, 1965.

TABLE 10

WHAT THE STUDENTS ARE DOING PRESENTLY ACCORDING TO SEX AND PERCENTAGE

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
Working full-time	88	40.18	71	48.97	159	43.68
Working part-time	15	6.85	19	13.10	34	9.34
School full-time	52	23.74	34	23.44	86	23.63
School part-time	2	0.91	3	2.07	5	1.37
Housewife	..	. . .	14	9.66	14	3.86
Business for Self	1	0.46	..	. .	1	0.27
Armed forces	49	22.37	1	0.69	50	13.74
Not working, but looking for a job	4	1.83	1	0.69	5	1.37
Deceased	4	1.83	1	0.69	5	1.37
Other	4	1.83	1	0.69	5	1.37
Total	219	100.00	145	100.00	364	100.00

TABLE 11

ADDITIONAL EDUCATION STUDENTS PERCEIVED ACCORDING TO SEX AND PERCENTAGE

Type of Education	Male		Female		Total	
	No.	%	No.	%	No.	%
None	2	0.91	. .	. .	2	0.55
Other Junior College	4	1.83	. .	. .	4	1.10
Senior College	82	37.44	48	33.10	130	35.71
Technical School	14	6.39	8	5.52	22	6.05
AA Degree	. .	. .	. .	. .	. .	. .
BA/BS Degree	4	1.83	5	3.45	9	2.47
Certificate	7	3.20	10	6.90	17	4.67
No response	106	48.40	74	51.03	180	49.45
Total	219	100.00	145	100.00	364	100.00

TABLE 12

OCCUPATION FOR WHICH PREPARING ACCORDING TO SEX AND PERCENTAGE

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Professional	55	25.12	51	35.17	106	29.13
Semi-Professional	14	6.39	6	4.14	20	5.49
Managerial and Official	18	8.22	. .	. .	18	4.95
Clerical and Kindred	1	0.46	7	4.83	8	2.20
Sales and Kindred	8	3.65	2	1.38	10	2.75
Service	2	0.91	3	2.07	5	1.37
Agriculture	1	0.46	. .	. .	1	0.27
Manufacturing	3	1.37	. .	. .	3	0.82
Non-Manufacturing	3	1.37	. .	. .	3	0.82
No response	114	52.05	76	52.41	190	52.20
Total	219	100.00	145	100.00	364	100.00

Number of Jobs Held Since 1963

Because CCC is located in a metropolitan area, and the opportunity for employment is present, it was felt that an attempt should be made to discover how many students held or had employment since entering CCC as full-time freshmen. Table 13 illustrates the results. The majority of the respondents, 69.51 per cent, held one to four jobs from 1963 to 1967. As previously stated those in the no response category, 28.57 per cent, may not have held any jobs or chose not to answer this question.

Employment Picture of Students in 1967

Type of Present Job

For those who were employed, either part-time or full-time, in 1967, when they responded to the questionnaire, their jobs were classified according to the same categories as explained in the section "Occupation Preparing for."

These results are shown in Table 14. The largest category was in Clerical and Kindred, 31.59 per cent. It is interesting to note that 60.69 per cent of the women were employed in work in this category. The second largest category for the men was in Non-Manufacturing, 10.50 per cent. Sales and Kindred was the third highest category for the men, 8.68 per cent. A greater percentage of the men, 35.62 per cent did not respond. This would include the men who are in the Armed Forces, 22.37 per cent, as indicated in Table 10 on page 53.

Classification of Present Job, Permanent or Temporary

The students were asked to check whether their present job was permanent or temporary. The results are shown in Table 15. Permanent jobs were held by 27.86 per cent of the men and 32.41 per cent of the women. Temporary jobs

TABLE 13

NUMBER OF JOBS HELD SINCE 1963 ACCORDING TO SEX AND PERCENTAGE

Number	Male		Female		Total	
	No.	%	No.	%	No.	%
One	57	26.03	47	32.41	104	28.57
Two	37	16.89	44	30.35	81	22.25
Three	25	11.42	17	11.72	42	11.54
Four	16	7.31	10	6.90	26	7.15
Five	2	0.91	3	2.07	5	1.37
Six	2	0.91	. .	. .	2	0.55
No response	80	36.53	24	16.55	104	28.57
	219	100.00	145	100.00	364	100.00

TABLE 14

TYPE OF PRESENT JOB HELD ACCORDING TO SEX AND PERCENTAGE

Occupation	Male		Female		Total	
	No.	%	No.	%	No.	%
Professional	5	2.28	6	4.14	11	3.02
Semi-Professional	17	7.76	7	4.82	24	6.60
Managerial and Official	18	8.22	4	2.76	22	6.04
Clerical and Kindred	27	12.33	88	60.69	115	31.59
Sales and Kindred	19	8.68	4	2.76	23	6.32
Service	17	7.76	12	8.28	29	7.97
Agriculture	. .	. .	. .	. .	. .	. .
Manufacturing	15	6.85	1	0.69	16	4.39
Non-Manufacturing	23	10.50	1	0.69	24	6.60
No response	78	35.62	22	15.17	100	27.47
Total	219	100.00	145	100.00	364	100.00

were held by 30.59 per cent of the men and 35.86 per cent of the women. No response was made to this question by 41.55 per cent of the men and 31.73 per cent of the women. The no response category is shown even though it includes those who were not working, because it is not possible to know how many did not choose to answer the question, even though they were working.

Satisfaction with Present Job

Table 16 includes those who had answered that their job was permanent or temporary plus five others who responded to this question, but chose not to respond to the previous question.

A greater percentage were very satisfied or reasonably satisfied with their present job, 78.11 per cent. Those who were somewhat dissatisfied or very dissatisfied totaled 21.89 per cent.

It is possible that the students who had held several jobs were now in a job with which they were satisfied, while the others had not been able to find a job that satisfied them. It is not possible to know whether they are satisfied or dissatisfied with the kind of work, salary, or working conditions.

Opportunities in Present Job

Perhaps satisfaction with a job has some relationship to opportunity in a job. Table 17 illustrates that 67.11 per cent feel there was a great deal or some opportunity, while 29.38 per cent feel there was little or no opportunity or they are uncertain about opportunity. These percentages correlate fairly well with the ones stated previously with relationship to satisfaction with present job.

Where Knowledge and/or Experience in Present Job Gained

Students were asked to check where they had obtained the knowledge and/or

TABLE 15

CLASSIFICATION OF PRESENT JOB, PERMANENT OR TEMPORARY, ACCORDING TO SEX AND PERCENTAGE

Classification	Male		Female		Total	
	No.	%	No.	%	No.	%
Permanent	61	27.86	47	32.41	108	29.67
Temporary	67	30.59	53	35.86	120	32.97
No response	91	41.55	45	31.73	136	37.36
Total	219	100.00	145	100.00	364	100.00

TABLE 16

SATISFACTION WITH PRESENT JOB, PERMANENT OR TEMPORARY, ACCORDING TO SEX AND PERCENTAGE

Satisfaction	Male		Female		Total	
	No.	%	No.	%	No.	%
Very satisfied	43	32.33	29	29.00	72	30.90
Reasonably satisfied	58	43.61	52	52.00	110	47.21
Somewhat dissatisfied	20	15.04	17	17.00	37	15.88
Very dissatisfied	12	9.02	2	2.00	14	100.00
Total	133	100.00	100	100.00	233	100.00

experience for their present job. Two choices were accepted. Table 18 shows how they responded. Of the total respondents, 62.29 per cent said it was gained in on-the-job training, and 27.12 per cent that it was gained at CCC.

When "On-the-Job Training" and "Other Job Experiences" are totaled, 84.54 per cent received their knowledge and/or experience in this manner. When the percentages for all the educational institutions are totaled, 62.26 per cent received their knowledge and/or experience in a school setting.

When the type of present job is considered, as discussed previously, there is a relationship between the type of present job and where the knowledge and/or experience in the present job was gained. The greatest percentage were in clerical, sales, or service occupations and, in all probability, were trained on the job.

How Junior College Could Have Been More Helpful

The students were given the opportunity to make a free response as to the ways in which their junior college experience could have been more helpful to them. It was possible to place the responses of those who answered this question into fifteen categories. The results are illustrated in Table 19.

Over one-half, 55.22 per cent, did not respond to this question. Of those who did respond, 6.59 per cent stated the need for more counseling, and 4.40 per cent for more assistance with their study habits. There is evidence that some students were sorry they did not complete their studies in junior college, because 5.22 per cent wished they had received a degree. That the surroundings, facilities, and staff should be improved was expressed by 4.12 per cent, and 1.65 per cent said more understanding teachers should be hired.

TABLE 17

OPPORTUNITIES IN PRESENT JOB, PERMANENT OR TEMPORARY ACCORDING TO SEX AND PERCENTAGE

Opportunity	Male		Female		Total	
	No.	%	No.	%	No.	%
A great deal	50	39.06	17	17.00	67	29.39
Some	46	35.94	40	40.00	86	37.72
Little or none	22	17.19	27	27.00	49	21.49
Uncertain	6	4.69	12	12.00	18	7.89
No response	4	3.12	4	4.00	8	3.51
Total	128	100.00	100	100.00	228	100.00

TABLE 18

WHERE KNOWLEDGE AND/OR EXPERIENCE IN PRESENT JOB WAS GAINED*

Where Gained	Male (134)		Female (102)		Total (236)	
	No.	%	No.	%	No.	%
On-the-job training	88	65.67	59	57.84	147	62.29
Junior College (CCC)	34	25.37	30	29.41	64	27.12
High School	17	12.69	26	25.49	43	18.22
Other job experiences	19	14.18	17	16.67	36	15.25
Technical School	14	10.45	12	11.76	26	11.02
College or University	16	11.94	5	4.90	21	8.90
My hobbies	3	2.24	. .	. .	3	1.27
At home	3	2.24	. .	. .	3	1.27

*Two choices were accepted

Those students who felt that the junior college broadened their background, was satisfactory, or was helpful totaled 7.97 per cent.

Responses of a group of students, 12.91 per cent, fit into categories that dealt with the courses and curriculum. More specialized courses should be offered was expressed by 4.12 per cent. For transfer purposes, 3.30 per cent felt that the junior college program should follow the program of a senior college. Students, 3.02 per cent, expressed the wish that they had taken more practical courses, 1.10 per cent that they should have been permitted to take only those courses that they were interested in, and 1.37 per cent that the hours the courses are offered should be improved.

Since less than one-half of the students responded to this question it is difficult to draw any conclusions. In general, most of the references were made with regard to improvement of counseling, curriculum, and facilities and staff.

Student Opinions of the Curriculum and Student Personnel Services

The following pages will deal with the students' opinions of the curriculum and student personnel services of CCC. These are opinions, in retrospect, in most cases, because of the four-year lapse since they entered CCC. During that time many dropped out before completion of the junior college program. It was hoped that the lapse of time would permit the little aggravations to be forgotten and the student would be able to respond to the question in a more objective manner.

For each of the questions asked the students there will be five tables. The first table will indicate the responses of all students who replied to the

TABLE 19

RESPONSE TO QUESTION OF HOW JUNIOR COLLEGE COULD HAVE BEEN MORE HELPFUL ACCORDING TO SEX AND PERCENTAGE

Response	Male		Female		Total	
	No.	%	No.	%	No.	%
More counseling	13	5.94	11	7.58	24	6.59
Help with study habits	7	3.20	9	6.20	16	4.40
Follow program of senior college for transfer	7	3.20	5	3.45	12	3.30
More specialized courses	12	5.48	3	2.07	15	4.12
Improve hours courses offered	4	1.83	1	0.69	5	1.37
Improve surroundings, facilities and staff	8	3.65	7	4.83	15	4.12
More understanding teachers	2	0.91	4	2.76	6	1.65
More school activities	3	1.37	2	1.38	5	1.37
Permit me to take courses interested in	2	0.91	2	1.38	4	1.10
Wish took more practical courses	4	1.83	7	4.83	11	3.02
Wish received degree	6	2.74	13	8.96	19	5.22
Broadened my background	1	0.46	3	2.07	4	1.10
Was satisfactory	5	2.28	6	4.14	11	3.85
Was helpful	8	3.65	6	4.14	14	3.85
Was no help	2	0.91	. .	. .	2	0.55
No response	135	61.64	66	45.52	201	55.22
Total	219	100.00	145	100.00	364	100.00

uestion. The second table will show the replies of those students who were ttending a senior college or had already received the bachelor's degree. he third table which also includes students indicated in the second table ill show the replies of those students who earned an AA degree or diploma rom CCC. It was considered relevant to isolate the graduates separately to bserve their responses as a distinct group. The fourth table will show the eplies of the students who attended technical school or received a ertificate of some type. The fifth and last table will indicate the replies of those students who did not graduate from CCC, and did not indicate any additional education.

It is hoped that by presenting the responses in this fashion it will be possible to determine if the various groups of students responded differently to certain questions. The differences will be pointed out in instances of disagreement with the total opinion.

Those who responded as "undecided" will not be considered unless there is a noted increase or decrease in their number. It is possible that this group were fence straddling, or did not wish to comment, or that they had not had enough contact with CCC to express an opinion.

In discussion, the two categories "Strongly Agree" and "Agree" will be treated together. The same will be done for "Disagree" and "Strongly Disagree." This is done for purposes of simplicity and clarity.

CCC Curriculum Better Suited for Transfer Students

The results indicating responses to the statement are shown in Tables 20 through 24. The statement as shown in the questionnaire was:

TABLE 20

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT CCC THE CURRICULUM IS BETTER SUITED TO SERVE THE NEEDS OF TRANSFER STUDENTS THAN OF THOSE STUDENTS WHO COMPLETE THEIR EDUCATION IN THE JUNIOR COLLEGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	14	6.39	9	6.21	23	6.32
Agree	44	20.09	37	25.52	81	22.25
Undecided	57	26.04	31	21.38	88	24.18
Disagree	47	21.46	55	37.93	102	28.02
Strongly Disagree	20	9.13	8	5.52	28	7.69
No Response	37	16.89	5	3.44	42	11.54
Total	219	100.00	145	100.00	364	100.00

> At Chicago City College the curriculum is better suited to serve the needs of transfer students than of those students who complete their education in the junior college.

The general opinion in agreement with the statement was 28.57 per cent, and in disagreement 35.71 per cent. The greatest difference appears in the responses of the AA student. They were in agreement with the statement 20.90 per cent, and in disagreement 49.25 per cent.

It is possible that the student who had completed his education at CCC and earned an AA degree or diploma would be more inclined to be in disagreement with the statement.

CCC Curriculum Better Suited for Terminal Students

The results indicating responses to the statement are shown in Tables 25 through 29. The statement as shown in the questionnaire was:

> At Chicago City College the curriculum is better suited to the needs of terminal students than of those students who plan to complete their education in some higher institution.

The general opinion in agreement with the statement was 26.10 per cent, and in disagreement 43.96 per cent. Two groups were more in disagreement with the statement; the AA group 55.23 per cent, and the senior college group 51.08 per cent. The nongraduates were in disagreement only 27.78 per cent, but, interestingly, the non-response to this question was 45.00 per cent, whereas the usual non-response for this group had been around twenty-five per cent.

It is possible that each viewed the curriculum from his own frame of reference. Those in the AA group may have planned to go to a senior college, and some did; therefore, they found the curriculum suited their needs. The technical/certificate student found it suited his needs. Since the junior college does offer both transfer and terminal programs, each group may have

TABLE 21

CCC CURRICULUM BETTER SUITED FOR TRANSFER STUDENTS SENIOR COLLEGE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	5	5.81	8	15.10	13	9.35
Agree	18	20.93	11	20.75	29	20.86
Undecided	22	25.58	12	22.64	34	24.46
Disagree	25	29.07	19	35.85	44	31.66
Strongly Disagree	13	15.12	3	5.66	16	11.51
No Response	3	3.49	. .	. .	3	2.16
Total	86	100.00	53	100.00	139	100.00

TABLE 22

CCC CURRICULUM BETTER SUITED FOR TRANSFER STUDENTS AA DEGREE/DIPLOMA STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	. .	. .	2	6.45	2	2.99
Agree	5	13.89	7	22.58	12	17.91
Undecided	13	36.11	7	22.58	20	29.85
Disagree	11	30.56	14	45.16	25	37.31
Strongly Disagree	7	19.44	1	3.23	8	11.94
Total	36	100.00	31	100.00	67	100.00

TABLE 23

CCC CURRICULUM BETTER SUITED FOR TRANSFER STUDENTS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	2	9.52	. .	. .	2	5.13
Agree	5	23.81	3	16.67	8	20.51
Undecided	7	33.33	6	33.33	13	33.33
Disagree	4	19.05	7	38.89	11	28.21
Strongly Disagree	2	9.53	1	5.55	3	7.69
No Response	1	4.76	1	5.56	2	5.13
Total	21	100.00	18	100.00	39	100.00

TABLE 24

CCC CURRICULUM BETTER SUITED FOR TRANSFER STUDENTS: NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	7	6.60	1	1.35	8	4.44
Agree	19	17.93	20	27.03	39	21.67
Undecided	24	22.64	13	17.57	37	20.56
Disagree	16	15.10	26	35.14	42	23.33
Strongly Disagree	4	3.77	4	5.40	8	4.44
No response	36	33.96	10	13.51	46	25.56
Total	106	100.00	74	100.00	180	100.00

been thinking of their own program in reference to this question, and the question which was the reverse of this and was discussed previously.

Courses Should Be Geared to a Lower Ability Level

The results indicating responses to the statement are shown in Tables 30 through 34. The statement as shown in the questionnaire was:

> At Chicago City College more courses should be pitched at the level of ability of students who did not have the ability to succeed in present courses.

The general opinion in agreement with the statement was 34.34 per cent, and in disagreement 43.40 per cent. The senior college students were in disagreement with this statement 56.83 per cent. The AA degree students, 62.69 per cent, were more in disagreement with this statement than the average of the group. The non-graduate students disagreed with the statement only 31.11 per cent. The technical/certificate students agreed with the statement 46.15 per cent.

It appears that if the student completed the junior college program or transferred to a senior college he did not feel that the courses should be pitched at the lower ability level. The nongraduate, although not any more in agreement with the statement, was less in disagreement. The technical/certificate student was a great deal more in agreement with pitching the courses to the lower ability level.

Advice on Educational Problems

The results indicating responses to the statement are shown in Tables 35 through 39. The statement as shown in the questionnaire was:

TABLE 25

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT CCC THE CURRICULUM IS BETTER SUITED TO THE NEEDS OF TERMINAL STUDENTS THAN OF THOSE STUDENTS WHO PLAN TO COMPLETE THEIR EDUCATION IN SOME HIGHER INSTITUTION

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	22	10.05	10	6.90	32	8.79
Agree	34	15.53	29	20.00	63	17.31
Undecided	44	20.09	23	15.86	67	18.40
Disagree	67	30.59	66	45.52	133	36.54
Strongly Disagree	14	6.39	13	8.96	27	7.42
No Response	38	17.35	4	2.76	42	11.54
Total	219	100.00	145	100.00	364	100.00

TABLE 26

CCC CURRICULUM BETTER SUITED FOR TERMINAL STUDENTS
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	12	13.95	1	1.89	13	9.35
Agree	14	16.28	12	22.64	26	18.71
Undecided	19	22.09	7	13.21	26	18.70
Disagree	30	34.89	27	50.94	57	41.01
Strongly Disagree	8	9.30	6	11.32	14	10.07
No Response	3	3.49	..	..	3	2.16
Total	86	100.00	53	100.00	139	100.00

TABLE 27

GOOD [illegible] FOR [illegible]
AS [illegible] RESPONSES
ACCORDING TO SEX AND [illegible]

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	1	2.78	. .	. .	1	1.49
Agree	5	13.89	10	32.26	15	22.39
Undecided	9	25.00	4	12.90	13	19.40
Disagree	13	36.11	16	51.61	29	43.29
Strongly Disagree	7	19.44	1	3.23	8	11.94
No Response	1	2.78	. .	. .	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 26

CCC CURRICULUM BETTER SUITED FOR TERMINAL STUDENTS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	5	23.81	2	11.11	7	17.95
Agree	3	14.29	3	16.67	6	15.38
Undecided	7	33.33	2	11.11	9	23.08
Disagree	4	19.05	10	55.55	14	35.90
Strongly Disagree	1	4.76	. .	. .	1	2.56
No Response	1	4.76	1	5.56	2	5.13
Total	21	100.00	18	100.00	39	100.00

TABLE 29

CSC CURRICULUM BETTER SUITED FOR TERMINAL STUDENTS
NON-GRADUATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGES

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	1	0.94	4	5.41	5	2.78
Agree	10	9.43	10	13.51	20	11.11
Undecided	13	12.27	11	14.86	24	13.33
Disagree	23	21.70	17	22.97	40	22.22
Strongly Disagree	3	2.83	7	9.46	10	5.56
No Response	56	52.83	25	33.79	81	45.00
Total	106	100.00	74	100.00	180	100.00

TABLE 30

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT:
AT CCC MORE COURSES SHOULD BE PITCHED AT THE LEVEL OF ABILITY OF STUDENTS WHO DO NOT HAVE THE ABILITY TO SUCCEED IN PRESENT COURSES

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	20	9.13	26	17.93	46	12.64
Agree	44	20.10	35	24.14	79	21.70
Undecided	25	11.42	17	11.72	42	11.54
Disagree	56	25.57	40	27.59	96	26.37
Strongly Disagree	37	17.89	25	17.24	62	17.03
No Response	37	16.89	2	1.38	39	10.72
Total	219	100.00	145	100.00	364	100.00

TABLE 31

COURSES SHOULD BE GEARED TO A LOWER ABILITY LEVEL
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	3	3.49	8	15.09	11	7.92
Agree	18	20.93	10	18.87	28	20.14
Undecided	11	12.79	6	11.32	17	12.23
Disagree	30	34.88	20	37.74	50	35.97
Strongly Disagree	20	23.26	9	16.98	29	20.86
No Response	4	4.65	. .	. .	4	2.88
Total	86	100.00	53	100.00	139	100.00

TABLE 32

COURSES SHOULD BE GEARED TO A LOWER ABILITY LEVEL
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	. .	. .	2	6.45	2	2.99
Agree	6	16.67	4	12.90	10	14.93
Undecided	7	19.44	5	16.13	12	17.90
Disagree	12	33.33	15	48.39	27	40.30
Strongly Disagree	10	27.78	5	16.13	15	22.39
No Response	1	2.78	. .	. .	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 33

COURSES SHOULD BE GEARED TO A LOWER ABILITY LEVEL TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

pinion	Male		Female		Total	
	No.	%	No.	%	No.	%
trongly Agree	4	19.05	2	11.11	6	15.38
gree	6	28.57	6	33.33	12	30.77
ndecided	4	19.05	3	16.67	7	17.95
isagree	3	14.29	5	27.78	8	20.51
trongly Disagree	4	19.04	2	11.11	6	15.39
o Response	. .	. .		. .		. .
otal	21	100.00	18	100.00	39	100.00

TABLE 34

COURSES SHOULD BE GEARED TO A LOWER ABILITY LEVEL
NON-GRADUATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	7	6.60	15	20.27	22	12.22
Agree	19	17.93	18	24.32	37	20.56
Undecided	9	8.49	6	8.11	15	8.33
Disagree	19	17.92	13	17.57	32	17.78
Strongly Disagree	11	10.38	13	17.57	24	13.33
No Response	41	38.68	9	12.16	50	27.78
Total	106	100.00	74	100.00	180	100.00

> At Chicago City College provision is made for the obtaining of advice on educational problems or difficulties.

The general opinion in agreement with this statement was 47.81 per cent, nd in disagreement 25.27 per cent. The greatest difference with reference to his statement occurs in agreement with it by senior college students, 59.00 er cent, and the AA degree students, 68.66 per cent.

It is possible that these students were successful in receiving assistance n educational problems and, therefore, were able to complete the junior college rogram or transfer to a senior college. It is also possible these are the ype of students who would seek out help or are more academically able and ould receive more assistance. It does not tell us where they obtained advice.

dvice on Vocational Plans

The results indicating responses to the statement are shown in Tables 0 through 44. The statement as shown in the questionnaire was:

> At Chicago City College provision is made for obtaining advice on vocational plans.

The general opinion in agreement with this statement was 44.50 per cent, nd in disagreement 20.89 per cent. The greatest difference in response to this uestion occurs in agreement to this statement by AA degree students, 61.19 per ent, and technical/certificate students, 56.41 per cent. It is possible that hese two groups of students were more vocationally orientated, or that they ere more unsure of their plans and received the help that they needed to

TABLE 35

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT CCC PROVISION IS MADE FOR THE OBTAINING OF ADVICE ON EDUCATIONAL PROBLEMS OR DIFFICULTIES

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	22	10.05	14	9.66	36	9.89
Agree	79	36.07	59	40.68	138	37.92
Undecided	25	11.42	32	22.07	57	15.66
Disagree	36	16.44	28	19.31	64	17.58
Strongly Disagree	19	8.67	9	6.21	28	7.69
No Response	38	17.35	3	2.07	41	11.26
Total	219	100.00	145	100.00	364	100.00

TABLE 36

ADVICE ON EDUCATIONAL PROBLEMS
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	17	19.77	5	9.44	22	15.83
Agree	35	40.70	25	47.17	60	43.17
Undecided	8	9.30	11	20.75	19	13.66
Disagree	13	15.11	12	22.64	25	17.99
Strongly Disagree	10	11.63	. .	. .	10	7.19
No Response	3	3.49	. .	. .	3	2.16
Total	86	100.00	53	100.00	139	100.00

TABLE 37

ADVICE ON EDUCATIONAL PROBLEMS
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	4	11.11	. .	. .	4	5.97
Agree	24	66.67	18	58.06	42	62.69
Undecided	3	8.33	5	16.13	8	11.94
Disagree	2	5.56	7	22.58	9	13.43
Strongly Disagree	2	5.55	1	3.23	3	4.48
No Response	1	2.78	. .	. .	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 38

ADVICE ON EDUCATIONAL PROBLEMS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	1	4.76	3	16.67	4	10.26
Agree	7	33.34	7	38.89	14	35.90
Undecided	6	28.57	5	27.78	11	28.20
Disagree	6	28.57	1	5.55	7	17.95
Strongly Disagree	. .	. .	. .	. .	. .	. .
No Response	1	4.76	2	11.11	3	7.69
Total	21	100.00	18	100.00	39	100.00

TABLE 39

ADVICE ON EDUCATIONAL PROBLEMS
NON-GRADUATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	4	3.77	6	8.11	10	5.56
Agree	37	34.91	25	33.79	62	34.44
Undecided	8	7.55	14	18.92	22	12.22
Disagree	16	15.09	11	14.86	27	15.00
Strongly Disagree	9	8.49	7	9.46	16	8.89
No Response	32	30.19	11	14.86	43	23.89
Total	106	100.00	74	100.00	180	100.00

TABLE 40

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT CCC PROVISION IS MADE FOR OBTAINING ADVICE ON VOCATIONAL PLANS

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	14	6.39	12	8.28	26	7.14
Agree	78	35.63	58	40.00	136	37.36
Undecided	41	18.72	44	30.34	85	23.35
Disagree	37	16.89	20	13.79	57	15.66
Strongly Disagree	12	5.48	7	4.83	19	5.23
No Response	37	16.89	4	2.76	41	11.26
Total	219	100.00	145	100.00	364	100.00

TABLE 41

ADVICE ON VOCATIONAL PLANS
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	12	13.95	4	7.55	16	11.51
Agree	28	32.56	23	43.40	51	36.69
Undecided	22	25.58	17	32.07	39	28.06
Disagree	13	15.12	7	13.21	20	14.39
Strongly Disagree	8	9.30	2	3.77	10	7.19
No Response	3	3.49	. .	. .	3	2.16
Total	86	100.00	53	100.00	139	100.000

TABLE 42

ADVICE ON VOCATIONAL PLANS
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	4	11.11	. .	. .	4	5.97
Agree	20	55.56	17	54.84	37	55.22
Undecided	9	25.00	5	16.13	14	20.90
Disagree	2	5.55	6	19.35	8	11.94
Strongly Disagree	. .	. .	3	9.68	3	4.48
No Response	1	2.78	. .	. .	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 43

ADVICE ON VOCATIONAL PLANS
TECHNICAL/CERTIFICATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	. .	. .	3	16.67	3	7.69
Agree	11	52.38	8	44.44	19	48.72
Undecided	2	9.52	4	22.22	6	15.39
Disagree	6	28.57	2	11.11	8	20.51
Strongly Disagree	. .	. .	. .	. .	. .	. .
No Response	2	9.53	1	5.56	3	7.69
Total	21	100.00	18	100.00	39	100.00

TABLE 44

ADVICE ON VOCATIONAL PLANS NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	1	0.94	5	6.76	6	3.33
Agree	35	33.02	29	39.19	64	35.56
Undecided	15	14.16	20	27.03	35	19.45
Disagree	15	14.15	11	14.86	26	14.44
Strongly Disagree	3	3.77	4	5.41	8	4.44
No Response	36	33.96	5	6.75	41	22.78
Total	106	100.00	74	100.00	180	100.00

formulate goals.

More Vocational Courses Should Be Offered

The results indicating responses to the statement are shown in Tables 45 through 49. The statement as shown in the questionnaire was:

At Chicago City College more vocational courses should be offered.

The general opinion in agreement to this statement was 47.26 per cent, and in disagreement 16.21 per cent. The greatest difference occurs in agreement with this statement by technical/certificate students, 61.54 per cent. It is possible that these students went to technical school because they could not obtain the vocational courses they wanted or needed in the junior college. The non-graduate students had a lesser disagreement to this statement, 10.56 per cent, although agreement was similar. The senior college and AA degree students were more undecided with relation to this statement than to previous ones. It is possible that the type of program they followed did not require vocational courses, and they were not able to respond as well to this particular statement.

Advice on Personal Problems

The results indicating responses to the statement are shown in Tables 50 through 54. The statement as shown in the questionnaire was:

At Chicago City College provision is made for obtaining advice on personal problems.

The general opinion in agreement with this statement was 21.97 per cent, in disagreement 35.17 per cent, and undecided 31.87 per cent. The greatest difference was with the AA degree group who were 40.29 per cent in disagreement with the statement.

TABLE 45

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT CCC MORE VOCATIONAL COURSES SHOULD BE OFFERED

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	33	15.07	21	14.48	54	14.84
Agree	60	27.40	58	40.00	118	32.42
Undecided	49	22.38	41	28.27	90	24.72
Disagree	29	13.24	14	9.66	43	11.81
Strongly Disagree	11	5.02	5	3.45	16	4.40
No Response	37	16.89	6	4.14	43	11.81
Total	219	100.00	145	100.00	364	100.00

TABLE 46

MORE VOCATIONAL COURSES SHOULD BE OFFERED SENIOR COLLEGE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	10	11.63	6	11.32	16	11.51
Agree	18	20.93	19	35.85	37	26.62
Undecided	30	34.88	19	35.85	49	35.25
Disagree	14	16.28	8	15.09	22	15.83
Strongly Disagree	11	12.79	. .	. .	11	7.91
No Response	3	3.49	1	1.89	4	2.88
Total	86	100.00	53	100.00	139	100.00

TABLE 47

MORE VOCATIONAL COURSES SHOULD BE OFFERED AA DEGREE/DIPLOMA STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	2	5.56	3	9.68	5	7.46
Agree	10	27.78	12	38.71	22	32.84
Undecided	12	33.33	12	38.71	24	35.82
Disagree	7	19.44	3	9.68	10	14.93
Strongly Disagree	4	11.11	1	3.22	5	7.46
No Response	1	2.78	. .	. .	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 48

MORE VOCATIONAL COURSES SHOULD BE OFFERED TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	6	28.57	4	22.22	10	25.64
Agree	7	33.33	7	38.89	14	35.90
Undecided	5	23.81	5	27.78	10	25.64
Disagree	3	14.29	1	5.55	4	10.26
Strongly Disagree	. .	. .	1	5.56	1	2.56
No Response	. .	. .	. .	. .	. .	. .
Total	21	100.00	18	100.00	39	100.00

TABLE 49

MORE VOCATIONAL COURSES SHOULD BE OFFERED NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	16	15.09	10	13.51	26	14.44
Agree	30	28.30	30	40.54	60	33.33
Undecided	11	10.38	15	20.27	26	14.45
Disagree	12	11.32	4	5.41	16	8.89
Strongly Disagree	. .	. .	3	4.05	3	1.67
No Response	37	34.91	12	16.22	49	27.22
Total	106	100.00	74	100.00	180	100.00

There seems to be a little disagreement with the statement, but it is difficult to draw any conclusions, since almost an equal number were undecided. The junior college student, in the metropolitan area, lives at home and might not seek assistance for personal problems at school, and, therefore, not know whether provisions were available for obtaining advice on personal problems. The student may view the educational institution as being removed from his personal problems. At the time these students attended junior college the Student Personnel staff was limited. The counselor might have been busy with educational and vocational problems, and scheduling for personal problems may have been difficult, or personal problem counseling may not have been received as the province of the counselor.

Suitability of the Junior College Program for Vocational Plans, Educational Objectives, and Personal Needs

The next series of questions had to do with how well the junior college program suited the vocational plans, educational objectives, and personal needs of the student. There were five responses possible, and they will be treated in groups. "Great Deal" and "Some" will be treated as positive answers; "Very Seldom" and "Almost Never" will be treated as negative answers; and "No Comment" will not be considered unless it shows great difference. As in the previous questions, the areas of greatest difference will be discussed.

OCC Program Suited Vocational Plans

The results indicating responses to the question are shown in Tables 55 through 59. The question as shown in the questionnaire was:

> Do you think your junior college program suited your vocational plans?

TABLE 50

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO STATEMENT: AT ONE PROFESSOR IS USED FOR OBTAINING ADVICE ON PERSONAL PROBLEMS

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	12	5.48	8	5.52	20	5.49
Agree	38	17.35	22	15.17	60	16.48
Undecided	59	26.95	57	39.31	116	31.87
Disagree	50	22.83	38	26.21	88	24.18
Strongly Disagree	23	10.50	17	11.72	40	10.99
No Response	37	16.89	3	2.07	40	10.99
Total	219	100.00	145	100.00	364	100.00

TABLE 51

ADVICE ON PERSONAL PROBLEMS
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	8	9.30	3	5.66	11	7.91
Agree	11	12.79	12	22.64	23	16.55
Undecided	27	31.40	21	39.62	48	34.53
Disagree	27	31.39	12	22.65	39	28.06
Strongly Disagree	10	11.63	5	9.43	15	10.79
No Response	3	3.49	. .	. .	3	2.16
Total	86	100.00	53	0.00	139	100.00

TABLE 52

ADVICE ON PERSONAL PROBLEMS
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	1	2.78	1	3.23	2	2.99
Agree	9	25.00	5	16.13	14	20.90
Undecided	13	36.11	10	32.26	23	34.33
Disagree	9	25.00	13	41.93	22	32.83
Strongly Disagree	3	8.33	2	6.45	5	7.46
No Response	1	2.78	..	..	1	1.49
Total	36	100.00	31	100.00	67	100.00

TABLE 53

ADVICE ON PERSONAL PROBLEMS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	2	9.53	2	11.11	4	10.26
Agree	6	28.57	2	11.11	8	20.52
Undecided	4	19.05	9	50.00	13	33.33
Disagree	7	33.33	4	22.22	11	28.20
Strongly Disagree	1	4.76	1	5.56	2	5.13
No Response	1	4.76	. .	. .	1	2.56
Total	21	100.00	18	100.00	39	100.00

TABLE 54

ADVICE ON PERSONAL PROBLEMS NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Strongly Agree	2	1.89	3	4.05	5	2.78
Agree	17	16.04	8	10.81	25	13.89
Undecided	24	22.64	26	35.14	50	27.77
Disagree	15	14.15	16	21.63	31	17.22
Strongly Disagree	12	11.32	11	14.86	23	12.78
No Response	36	33.96	10	13.51	46	25.56
Total	106	100.00	74	100.00	180	100.00

The general opinion of a positive nature was 55.50 per cent, and of a negative nature 13.46 per cent. The differences are more pronounced for this question than had been noted in the previous statements. In the senior college group 63.31 per cent tend toward the positive and 9.35 per cent toward the negative. In the AA degree group 67.17 responded positively and in the technical/certificate group 66.67 responded positively. The non-graduate group responded positively only 40.56 per cent and negatively 18.33 per cent.

It is possible that the student who experienced success in junior college tended to respond positively with relation to this question.

CCC Program Suited Educational Objectives

The results indicating responses to the question are shown in Tables 60 through 64. The question as shown in the questionnaire was:

> Do you think your junior college program suited your educational objectives?

The general positive response was 74.73 per cent and the negative response was 8.41 per cent. The overall response to this question was positive, all except the non-graduate group in the eighty per cent, with a small percentage of "No Comment."

On the basis of the responses of this group it can be said that the educational objectives of the student are being met by the junior college program at CCC.

CCC Program Suited Personal Needs

The results indicating responses to the question are shown in Tables 65 through 69. The question as shown in the questionnaire was:

TABLE 55

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO QUESTION: DO YOU THINK YOUR JUNIOR COLLEGE PROGRAM SUITED YOUR VOCATIONAL PLANS?

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	26	11.87	31	21.38	57	15.66
Some	85	38.81	60	41.38	145	39.84
No Comment	43	19.63	15	10.34	58	15.93
Very Seldom	13	5.94	14	9.66	27	7.42
Almost Never	12	5.48	10	6.90	22	6.04
No Response	40	18.27	15	10.34	55	15.11
Total	219	100.00	145	100.00	364	100.00

TABLE 56

CCC PROGRAM SUITED VOCATIONAL PLANS
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	11	12.79	15	28.30	26	18.71
Some	38	44.19	24	45.28	62	44.60
No Comment	22	25.58	4	7.55	26	18.71
Very Seldom	4	4.65	3	5.66	7	5.04
Almost Never	4	4.65	2	3.77	6	4.31
No Response	7	8.14	5	9.44	12	8.63
Total	86	100.00	53	100.00	139	100.00

TABLE 57

CCC PROGRAM SUITED VOCATIONAL PLANS
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	11	30.56	8	25.81	19	28.36
Some	13	36.11	13	41.94	26	38.81
No Comment	6	16.67	2	6.45	8	11.94
Very Seldom	2	5.55	2	6.45	4	5.97
Almost Never	1	2.78	2	6.45	3	4.48
No Response	3	8.33	4	12.90	7	10.44
Total	36	100.00	31	100.00	67	100.00

TABLE 58

CCC PROGRAM SUITED VOCATIONAL PLANS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	2	9.52	4	22.22	6	15.39
Some	11	52.38	9	50.00	20	51.28
No Comment	2	9.52	3	16.67	5	12.82
Very Seldom	4	19.05	. .	. .	4	10.26
Almost Never	2	9.53	1	5.55	3	7.69
No Response	. .	. .	1	5.56	1	2.56
Total	21	100.00	18	100.00	39	100.00

TABLE 59

CCC PROGRAM SUITED VOCATIONAL PLANS NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	13	12.26	12	16.22	25	13.89
Some	23	21.70	25	33.78	48	26.67
No Comment	23	21.70	7	9.46	30	16.67
Very Seldom	9	8.49	10	13.51	19	10.55
Almost Never	8	7.55	6	8.11	14	7.78
No Response	30	28.30	14	18.92	44	24.44
Total	106	100.00	74	100.00	180	100.00

TABLE 60

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO QUESTION: DO YOU THINK YOUR JUNIOR COLLEGE PROGRAM SUITED YOUR EDUCATIONAL OBJECTIVES?

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	61	27.85	52	35.85	113	31.04
Some	91	41.55	68	46.90	159	43.68
No Comment	13	5.94	8	5.52	21	5.77
Very Seldom	12	5.48	10	6.90	22	6.04
Almost Never	6	2.74	3	2.07	9	2.47
No Response	36	16.44	4	2.76	40	10.99
Total	219	100.00	145	100.00	364	100.00

TABLE 61

CCC PROGRAM SUITED EDUCATIONAL OBJECTIVES
SENIOR COLLEGE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	35	40.70	30	56.61	65	46.76
Some	35	40.69	18	33.96	53	38.13
No Comment	2	2.33	3	5.66	5	3.60
Very Seldom	7	8.14	2	3.77	9	6.47
Almost Never	3	3.49	. .	. .	3	2.16
No Response	4	4.65	. .	. .	4	2.88
Total	86	100.00	53	100.00	139	100.00

TABLE 62

CCC PROGRAM SUITED EDUCATIONAL OBJECTIVES AA DEGREE/DIPLOMA STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	20	55.55	18	58.06	38	56.72
Some	11	30.56	7	22.58	18	26.87
No Comment	1	2.78	3	9.68	4	5.97
Very Seldom	1	2.78	. .	. .	1	1.49
Almost Never	. .	. .	. .	. .	. .	. .
No Response	3	8.33	3	9.68	6	8.95
Total	36	100.00	31	100.00	67	100.00

TABLE 63

CCC PROGRAM SUITED EDUCATIONAL OBJECTIVES TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

pinion	Male		Female		Total	
	No.	%	No.	%	No.	%
reat Deal	5	23.81	3	16.67	8	20.52
ome	11	52.38	13	72.22	24	61.54
o Comment	1	4.76	2	11.11	3	7.69
ery Seldom	3	14.29	..	..	3	7.69
lmost Never	1	4.76	..	..	1	2.56
o Response	..	..	..	..	..	..
otal	21	100.00	18	100.00	39	100.00

TABLE 64

CCC PROGRAM SUITED EDUCATIONAL OBJECTIVES NON GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	16	15.09	18	24.32	34	18.89
Some	41	38.68	35	47.30	76	42.22
No Comment	10	9.43	3	4.05	13	7.22
Very Seldom	2	1.89	7	9.46	9	5.00
Almost Never	2	1.89	3	4.06	5	2.78
No Response	35	33.02	8	10.81	43	23.89
Total	106	100.00	74	100.00	180	100.00

Do you think your junior college program suited your personal needs?

The general positive opinion to this question was 56.05 per cent, and the negative opinion was 19.50 per cent. The senior college group, 67.62 per cent, and the AA degree group, 79.11 per cent, were more positive in their response to this question than the average of total respondents.

Those students who successfully completed the junior college program might probably have done so on the basis of their personal needs. The senior college group, who may have been using the junior college for a waiting room, might also see the junior college program as suiting their personal needs.

Understanding of Interests and Abilities

The results indicating responses to the question are shown in Tables 70 through 74. The question as shown in the questionnaire was:

> Have you become aware of a better understanding, while in college, of your interests and abilities?

The general positive opinion was 71.97 per cent and the negative opinion was 6.32 per cent. In all groups over fifty per cent felt they acquired a better understanding of their interests and abilities while in college. The senior college and AA degree groups were more positive than the average, 87.77 per cent, and 86.57 per cent, respectively. The response to this question had the least percentage of negative responses.

The conclusion can be drawn that through attendance at CCC the students, who responded, did gain a better understanding of their interests and abilities.

Where Understandings Acquired

This question relates to the previous question in an attempt to discover

TABLE 65

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO QUESTION DO YOU THINK YOUR JUNIOR COLLEGE PROGRAM SUITED YOUR PERSONAL NEEDS?

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	41	18.72	30	20.69	71	19.51
Some	73	33.33	60	41.37	133	36.54
No Comment	27	12.33	12	8.28	39	10.71
Very Seldom	22	10.05	21	14.48	43	11.81
Almost Never	18	8.22	10	6.90	28	7.69
No Response	38	17.35	12	8.28	50	13.74
Total	219	100.00	145	100.00	364	100.00

TABLE 66

CCC PROGRAM SUITED PERSONAL NEEDS SENIOR COLLEGE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	19	22.09	14	26.42	33	23.74
Some	40	46.51	21	39.62	61	43.88
No Comment	6	6.98	2	3.77	8	5.76
Very Seldom	10	11.63	9	16.98	19	13.67
Almost Never	6	6.98	5	9.43	11	7.91
No Response	5	5.81	2	3.78	7	5.04
Total	86	100.00	53	100.00	139	100.00

TABLE 67

CCC PROGRAM SUITED PERSONAL NEEDS AA DEGREE/DIPLOMA STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	13	36.11	10	32.26	23	34.33
Some	16	44.44	14	45.16	30	44.78
No Comment	1	2.78	1	3.23	2	2.98
Very Seldom	2	5.55	2	6.45	4	5.97
Almost Never	2	5.56	1	3.22	3	4.48
No Response	2	5.56	3	9.68	5	7.46
Total	36	100.00	31	100.00	67	100.00

TABLE 68

CCC PROGRAM SUITED PERSONAL NEEDS TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	4	19.05	4	22.22	8	20.51
Some	6	28.57	8	44.44	14	35.90
No Comment	5	23.81	1	5.56	6	15.39
Very Seldom	2	9.52	3	16.67	5	12.82
Almost Never	4	19.05	1	5.56	5	12.82
No Response	. .	. .	1	5.55	1	2.56
Total	21	100.00	18	100.00	39	100.00

TABLE 69

OCC PROGRAM SUITED PERSONAL NEEDS
NON-GRADUATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

pinion	Male		Female		Total	
	No.	%	No.	%	No.	%
reat Deal	13	12.26	10	13.51	23	12.78
ome	24	22.64	28	37.84	52	28.89
o Comment	15	14.15	10	13.51	25	13.89
ery Seldom	9	8.49	8	10.81	17	9.44
lmost Never	8	7.55	3	4.06	11	6.11
o Response	37	34.91	15	20.27	52	28.89
otal	106	100.00	74	100.00	180	100.00

where the student received help in becoming aware of his interests and abilities. Although the response to the previous question was high, on the positive side, the non-response to this question was greater; 34.34 per cent. The students were given three choices and "other (please specify)" to choose from. Many students wrote "self" in the "other" category, therefore another category was added in tabulating to allow for "self". The results are shown in Tables 75 through 79.

As a group, 31.59 per cent said the help came from a teacher; 12.36 per cent said it came from a counselor; 9.62 per cent said it came from self; 8.52 per cent said "other" and 3.57 per cent received help from guidance tests.

The highest percentage of help received, in each of the groups, was from a teacher; with the senior college group it was 41.73 per cent, and with the AA degree group 44.78 per cent.

A wider disparity is noted in those who said they received help from a counselor; the senior college students, 17.99 per cent, the AA degree students, 22.39 per cent, technical/certificate students, 7.[illegible] per cent, and the non-graduate students, 8.33 per cent.

Of those who received help from guidance tests, the non-graduate students had the highest percentage, 4.15 per cent. The AA degree group had none and the senior college group, .72 per cent.

The non-graduate group also had the highest percentage in the "self" category, 12.11 per cent, with the lowest percentage in the AA degree group, 4.17 per cent.

It is possible the non-graduate students worked things out for themselves because they did not know where to go to receive assistance.

TABLE 70

STUDENT OPINION ACCORDING TO SEX AND PERCENTAGE TO QUESTION: HAVE YOU BECOME AWARE OF A BETTER UNDERSTANDING, WHILE IN COLLEGE, OF YOUR INTERESTS AND ABILITIES?

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	96	43.84	65	44.83	161	44.22
Some	55	25.11	46	31.72	101	27.75
No Comment	15	6.85	16	11.03	31	8.52
Very Seldom	9	4.11	7	4.83	16	4.40
Almost Never	3	1.37	4	2.76	7	1.92
No Response	41	18.72	7	4.83	48	13.19
Total	219	100.00	145	100.00	364	100.00

TABLE 71

UNDERSTANDING OF INTERESTS AND ABILITIES SENIOR COLLEGE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	52	60.47	27	50.94	79	56.83
Some	21	24.42	22	41.51	43	30.94
No Comment	4	4.65	1	1.89	5	3.60
Very Seldom	2	2.32	2	3.77	4	2.88
Almost Never	1	1.16	. .	. .	1	0.71
No Response	6	6.98	1	1.89	7	5.04
Total	86	100.00	53	100.00	139	100.00

TABLE 72

UNDERSTANDING OF INTERESTS AND ABILITIES AA DEGREE/DIPLOMA STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

pinion	Male		Female		Total	
	No.	%	No.	%	No.	%
reat Deal	21	58.34	12	38.71	33	49.26
ome	9	25.00	16	51.61	25	37.31
o Comment	3	8.33	1	3.23	4	5.97
ery Seldom	. .	. .	1	3.23	1	1.49
lmost Never	. .	. .	1	3.22	1	1.49
o Response	3	8.33	. .	. .	3	4.48
otal	36	100.00	31	100.00	67	100.00

TABLE 73

UNDERSTANDING OF INTERESTS AND ABILITIES TECHNICAL/CERTIFICATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	8	38.10	5	27.78	13	33.33
Some	7	33.33	9	50.00	16	41.03
No Comment	2	9.52	3	16.67	5	12.82
Very Seldom	4	19.05	1	5.55	5	12.82
Almost Never	..	..	..	..	..	..
No Response	..	..	..	..	..	..
Total	21	100.00	18	100.00	39	100.00

TABLE 74

UNDERSTANDING OF INTERESTS AND ABILITIES NON-GRADUATE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Opinion	Male		Female		Total	
	No.	%	No.	%	No.	%
Great Deal	30	28.30	31	41.89	61	33.89
Some	25	23.58	13	17.57	38	21.11
No Comment	8	7.55	11	14.86	19	10.56
Very Seldom	3	2.83	4	5.41	7	3.89
Almost Never	2	1.89	2	2.70	4	2.22
No Response	38	35.85	13	17.57	51	28.33
Total	106	100.00	74	100.00	180	100.00

The Student Personnel Services were available to help the students. It was stated in Chapter II that when the student entered, the counselor, through personal interviews, tests, and questionnaires, assisted the student in planning his educational program and in making vocational choices.

An orientation class was provided to familiarize the student with the facilities available at the college. The faculty assisted in counseling the students as to courses and curricula, especially during the registration period. The responses to this question might be influenced by these factors. In addition the counselor may not have had the training for working with students in personal-social problem areas.

TABLE 75

STUDENT OPINION, ACCORDING TO SEX AND PERCENTAGE ON WHERE THEY RECEIVED HELP IN BECOMING AWARE OF THEIR INTERESTS AND ABILITIES

Where Received	Male		Female		Total	
	No.	%	No.	%	No.	%
Guidance Tests	8	3.65	5	3.45	13	3.57
Counselor	29	13.24	16	11.04	45	12.36
Teacher	67	30.59	48	33.10	115	31.59
Other	16	7.31	15	10.34	31	8.52
Self	23	10.51	12	8.28	35	9.62
No Response	76	34.70	49	33.79	125	34.34
Total	219	100.00	145	100.00	364	100.00

TABLE 76

WHERE UNDERSTANDING ACQUIRED SENIOR COLLEGE STUDENTS' RESPONSES ACCORDING TO SEX AND PERCENTAGE

Where Received	Male		Female		Total	
	No.	%	No.	%	No.	%
Guidance Tests	. .	. .	1	1.89	1	0.72
Counselor	18	20.93	7	13.21	25	17.99
Teacher	36	41.86	22	41.51	58	41.73
Other	6	6.98	8	15.09	14	10.07
Self	8	9.30	3	5.66	11	7.91
No Response	18	20.93	12	22.64	30	21.58
Total	86	100.00	53	100.00	139	100.00

TABLE 77

WHERE UNDERSTANDINGS ACQUIRED
AA DEGREE/DIPLOMA STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Where Received	Male		Female		Total	
	No.	%	No.	%	No.	%
Guidance Tests	. .	. .	. .	. .	. .	. .
Counselor	11	30.55	4	12.90	15	22.39
Teacher	14	38.89	16	51.61	30	44.78
Other	2	5.56	4	12.90	6	8.96
Self	2	5.56	1	3.23	3	4.47
No Response	7	19.44	6	19.36	13	19.40
Total	36	100.00	31	100.00	67	100.00

TABLE 78

WHERE UNDERSTANDINGS ACQUIRED
TECHNICAL/CERTIFICATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Where Received	Male		Female		Total	
	No.	%	No.	%	No.	%
Guidance Tests	1	4.76	. .	. .	1	2.56
Counselor	1	4.76	2	11.11	3	7.69
Teacher	5	23.81	8	44.44	13	33.34
Other	4	19.05	1	5.56	5	12.82
Self	2	9.52	. .	. .	2	5.13
No Response	8	38.10	7	38.89	15	38.46
Total	21	100.00	18	100.00	39	100.00

TABLE 79

WHERE UNDERSTANDINGS ACQUIRED
NON-GRADUATE STUDENTS' RESPONSES
ACCORDING TO SEX AND PERCENTAGE

Where Received	Male		Female		Total	
	No.	%	No.	%	No.	%
Guidance Tests	4	3.77	4	5.41	8	4.45
Counselor	8	7.55	7	9.46	15	8.33
Teacher	22	20.75	14	18.91	36	20.00
Other	5	4.72	5	6.76	10	5.56
Self	13	12.27	9	12.16	22	12.22
No Response	54	50.94	35	47.30	89	49.44
Total	106	100.00	74	100.00	180	100.00

CHAPTER VI

SUMMARY AND CONCLUSIONS

Purpose

The purpose of this study was to discover what the 1963 full time entering freshman class were doing four years after their registration at Chicago City College (CCC). It was also an attempt to acquire the student's evaluation of the guidance and counseling aspects of the Student Personnel Service (SPS).

Procedure

The Office of Instructional Services made available a listing of all the entering full time freshmen of September 1963 in all of the branches of CCC. A questionnaire and cover letter were sent to the 3,234 students for whom addresses were available. There were 465 questionnaires that could not be delivered, and excluding these the general sample was 2,769. The percentage of return from the general sample was 11.55 per cent.

A random sample of one thousand was chosen, using the general sample as a base. Those students who had not replied to the first mailing of the questionnaire (853) were sent another questionnaire, and a new cover letter.

A second follow-up was made by sending another questionnaire a new cover letter, and a form requesting the where-bouts of the students to a sub-sample of one hundred, taken from the non-respondents of the random sample.

The percentage of return from the random sample was 36.40 per cent.

Findings

The respondents in the random sample were primarily single, non-graduates of CCC, and either working full time or in school full time. A number of the men stated they were in the Armed Forces.

Reasons Left CCC

Most of the students who responded left CCC in order to transfer to a senior institution, because of money problems, due to poor grades, or because the courses did not meet their educational needs.

Additional Education

Of the students who had received or were receiving additional education, after leaving CCC, over one-third stated they did so at a senior college. About ten per cent had attended or were attending a technical school. The non-response group was close to fifty per cent, and it is not possible to know if they had not received any additional education or they chose not to answer the question.

Occupational Preparation

Over one-third of the students were preparing for professional occupations. Over half of the random sample group did not respond, as in the question on additional education. The students who were in a senior college were preparing for professional occupations.

Employment Picture of Students in 1967.

Almost two-thirds of the women who were employed part time or full time in 1967 were in Clerical or Kindred occupations. The employment pattern of the men is more varied. Between eight and twelve per cent, in descending order, indicated Clerical and Kindred, Non-Manufacturing, Sales and Kindred, and Managerial and Official. More than one-third of the men did not respond to this question. This includes the men in the Armed Forces who represent more than one-fifth of the male sample.

A little less than one-third of the women said their job was permanent, and a little more than one-third said it was temporary. Less than one-third of the women did not respond.

More than one-fourth of the men said the job was permanent, and less than one-third that it was temporary. Approximately two-fifths of the men did not respond.

Over three-fourths of the employed respondents were very satisfied or reasonably satisfied with their job.

Over two-thirds of the employed respondents felt there was "A Great Deal" or "Some" opportunity in their present job. This correlates, somewhat, with the individual's satisfaction with his present job.

More than four-fifths of the employed respondents received their knowledge and/or experience in on the job training or some other job experience. Less than two-thirds received their knowledge and/or experience in some educational institution.

There is a relationship between the type of present job and where knowledge and/or experience for the present job was gained, since the greatest number were employed in clerical, sales, and service occupations, and, in all probability, received their training on the job.

How Junior College Could Have Been More Helpful

Less than half of the students responded to this question and it is difficult to draw any conclusions. In general most of the references were made with regard to improvement of counseling, curriculum, facilities, and staff.

CCC Curriculum Better Suited for Transfer Students

Over one-third- of all the students and almost half of the students who completed the program at CCC and received the AA degree or diploma disagreed with the statement that the CCC program suited the needs of the transfer student better than the terminal student. One reason for this might be that the student who earned an AA degree/diploma would feel that the CCC program was as well suited for the student who completed his education in the junior college as for the transfer student.

CCC Curriculum Better Suited for Terminal Students

More than two-fifths of all the students and over half of the AA degree/diploma students and senior college students disagreed with the statement that the CCC program suited the needs of the terminal student better than the student who planned to complete his education in some higher institution. The non-response to this statement, forty-five per cent, was the highest for the statements in this group. It is possible that the students did not understand what was meant by the statement.

Courses Should Be Geared to a Lower Ability Level

In this statement almost two-thirds of the AA degree/diploma students and over half of the senior college students disagreed that the courses should be pitched to the level of those who do not have the ability to succeed in present courses. Close to half of the technical/certificate students agreed with the statement. It appears that if the student completed the junior college program or transferred to a senior institution he did not feel that the courses should be pitched at a lower ability level.

Advice on Educational Problems

As a group about half of the students felt that provision was not available for obtaining advice on educational problems or difficulties. However, over two-thirds of the AA degree/diploma students and over half of the senior college students felt that such provision was available.

Advice on Vocational Plans

Over two-fifths of all the students agreed that provision was available for obtaining advice on vocational plans. Close to two-thirds of the AA degree/diploma students and more than half of the technical/certificate students agreed with the statement. Some reasons for this might be that these two groups were more vocationally orientated, or were more unsure of their plans and received help in establishing goals.

More Vocational Courses Should Be Offered

Almost half of the students agreed that more vocational courses should be offered. Close to two-thirds of the technical/certificate students agreed with this statement. It is possible that these students went to technical school to obtain the vocational courses they were unable to get in the junior college.

Advice on Personal Problems

There was some disagreement with the statement that provision is made for obtaining advice on personal problems. There were almost an equal number who were undecided. It is possible that because the junior college student, in the metropolitan area, lives at home he would not seek assistance with personal problems and would not know if this type of assistance were available. The student may not have felt that the educational institution was the place to get advice on personal problems. Due to limited Student Personnel staff they may have experienced difficulty obtaining an appointment and went elsewhere for assistance. Again, the staff may not have been qualified to give this type of assistance.

CCC Program Suited Vocational Plans

Over half of the students said the program at CCC suited their vocational plans. Over two-thirds of the AA degree/diploma students, technical/certificat student, and almost two-thirds of the senior college students felt the program suited their vocational plans. Of the non-graduates only two-fifths responded in a positive manner to the question. These results may be influenced by the fact that the student who experienced success in junior college would tend to respond positively to this question.

CCC Program Suited Educational Objectives

Almost three-fourths of the students felt that the CCC program suited their educational objectives. Over four-fifths of the students in all groups, except the non-graduates, responded positively with only a small number indicating "No Comment."

CCC Program Suited Personal Needs

Over half of the students felt that the CCC program suited their personal needs. Over three-fourths of the AA degree/diploma students, and over two-thirds of the senior college students responded positively to this question.

Understanding of Interests and Abilities

Close to three-fourths of all the students felt they had become aware of a better understanding, while in college, of their interests and abilities. Over eighty-five per cent of the AA degree/diploma group and senior college group responded positively to the question. There were fewer negative responses to this question than the previous questions or statements.

Where Understandings Acquired

The highest percentage of help received, in each of the groups, was from a teacher. Over two-fifths of the AA degree/diploma group and senior college group gave the teacher as the person from whom they received assistance in acquiring a better understanding of their interests and abilities. The non-graduates received more help than the other groups from guidance tests and from "self". The AA degree/diploma students and senior college students received more help from a counselor than did the technical/certificate group or non-graduate group.

Limitations of This Investigation

Caution should be exercised in interpreting the data obtained in this investigation due to the low percentage of return. This could have been due to the four year lapse of time, the military situation, students away from home, or the dislike of answering questionnaires.

Due to the lapse of time, the rate of forgetting may have been too great on the part of the non-respondents, and, therefore, they did not respond.

Since twenty-two per cent of the males indicated they were in the Armed Forces, it is possible that a greater number of non-respondents were in the Armed Forces.

It is possible that more of the students were in a senior institution, and due to the stress of their college programs, or lack of time, they did not take the time to fill out the questionnaire.

More of the students could be married and due to family responsibilities, or lack of interest did not respond.

Those who answer questionnaires differ from those who do not, therefore, the element of bias is a limitation of this study.

Implications

It was fully understood, when the study was begun, that mailed questionnaires do not achieve as high a rate of return as is desirable. Another factor, fully realized, was that the time lapse would lessen the rate of return. It has been noted by many researchers that in order to secure a better rate of return on follow-up studies, the students' cooperation must be elicited while they are in school. If they are aware of the importance of follow-up studies they will be more willing to take the time to respond.

The Office of Instructional Services has set up this type of pattern with the students who graduate, and is in the process of implementing research in each branch of Chicago City College to encourage studies of students while in school and when they leave.

Approximately half of the respondents were receiving, or had received additional education at a senior college or technical school. Almost three-fourths received a better understanding of their interests and abilities while in college. To this extent, CCC appears to fulfill the objectives set forth in its catalog of 1962-63, as listed in Chapter II on page 12.

Most of those who responded said they received help in acquiring an understanding of their interests and abilities from a teacher. The AA degree/diploma students and senior college students received more help from a counselor than did the technical/certificate group or non-graduate group. The non-graduates received more help than the other groups from guidance tests and "self".

The Student Personnel Services (SPS) of CCC were understaffed at the time these students entered. The formal structure of the SPS was inadequate for the increased enrollments. During Chicago City College's recent reorganization the restructuring and staffing of the SPS has gained impetus.

Since over one-third left CCC because of money problems or poor grades, this is an area that requires further consideration. When the students were asked if the courses should be pitched to the level of those who do not have the ability to succeed in present courses, almost half of the technical/certificate students agreed that this should be done. When the students were asked how their junior college experience could have been more helpful (free response), more counseling and help with study habits were the responses given most frequently. It is evident that there were weaknesses in the SPS in these areas.

The respondents felt that the CCC program suited their educational objectives, and that provision was made for obtaining advice on educational problems.

All except the non-graduates felt that the CCC program suited their vocational plans, and that provision was made for obtaining advice on vocational plans. This appears to be an area that requires further investigation.

The technical/certificate students felt that more vocational courses should be offered. Terminal programs preparing students for work in data processing, electronics, and medical technology, have been instituted since the freshman class of 1963 entered. Chicago City College appears to be meeting the needs of the students in this area, as soon as needs become apparent and programs can be developed.

Over half of the respondents felt that the CCC program suited their personal needs, but either were undecided or felt that provision was not available for advice on personal problems. It is possible that the commuter student does not look to the college for assistance in this area.

On the basis of the results of this study, and the changes made in the curriculum and SPS at CCC since 1963, there have been gradual adjustments made in the areas of weakness. More needs to be done, but the training of student personnel workers for the junior college level has not been adequate to meet the demand for them.

Suggestions For Further Research

It is important to establish a pattern of follow-up with the students to be able to obtain the needed information to upgrade curriculum, SPS, facilities, and staff. This is more often done with the graduates, who can be termed the successful products, than the non-graduates, who are more difficult to contact.

A questionnaire, or other appropriage instruments, might be developed to determine why students leave junior college before completion of the program, and to further meet the needs of curricular changes. Those students who withdrew formally would fill it out at the time of withdrawal. These students who just drop would be mailed the questionnaire as soon as this information was available.

Approximately seventy per cent of the respondents were employed between 1963 and 1967. Research in job placement is an important area of consideration. The placement offices might institute a program of research and development to meet the needs of these students.

The type and kind of counseling facilities needed by the junior college student needs to be further investigated, since this student usually commutes and may be employed. Different kinds and types of counseling facilities may need to be implemented for the part time student, for the full time student, and for the student who intends to transfer to a senior institution.

With more emphasis being placed on the necessity of education beyond high school, the enrollments in junior colleges will increase more rapidly. SPS will need to be strengthened to meet the educational, vocational, and personal needs of the student. It is a challenge and a wonderful opportunity for the development of an educated citizenry. It is a challenge which must be met.

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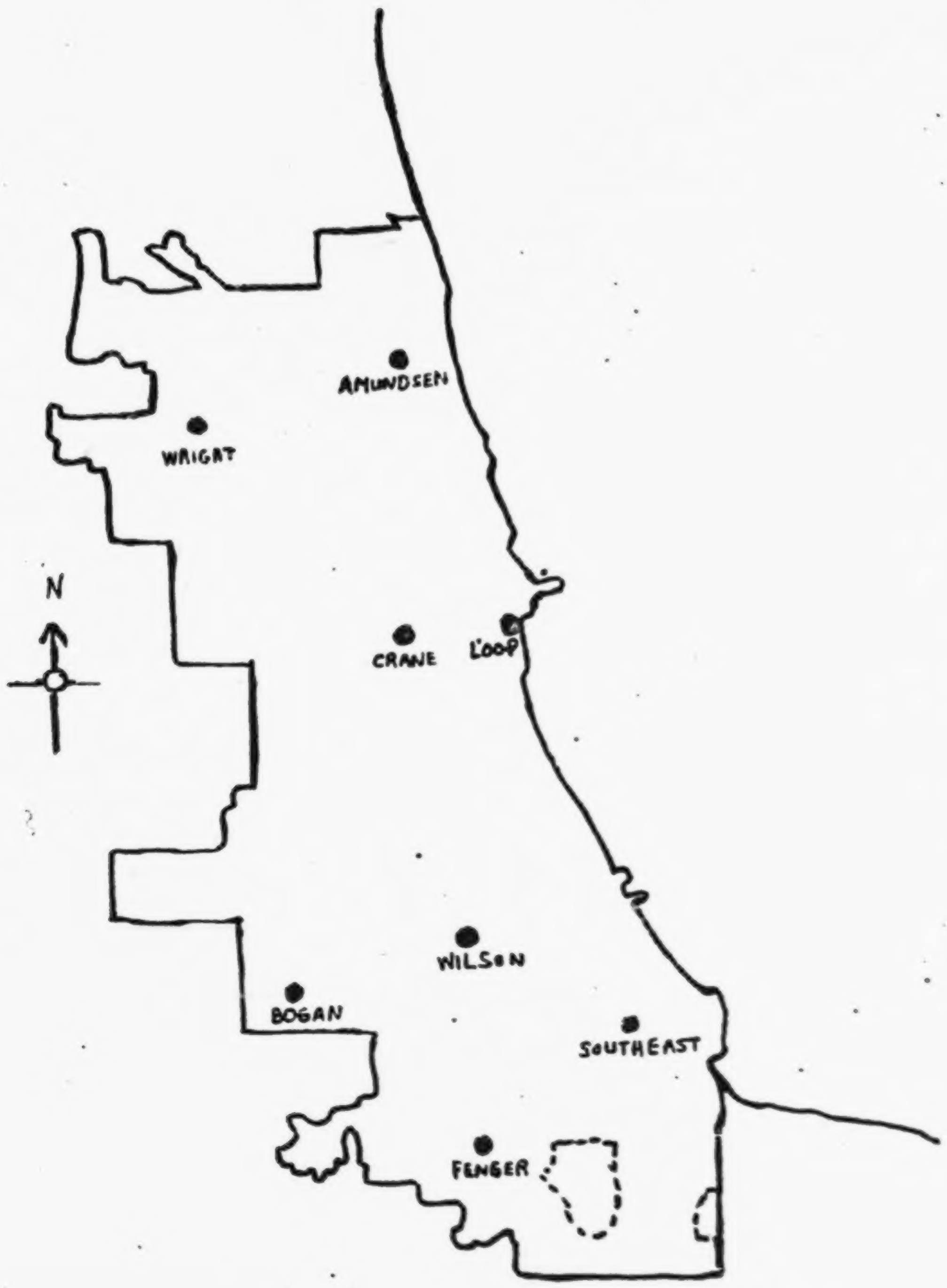
APPENDIX A

MAP INDICATING LOCATIONS OF BRANCHES OF CHICAGO CITY COLLEGE


N
AMUNDSEN
WRIGHT
CRANE
LOOP
WILSON
BOGAN
SOUTHEAST
FENGER

APPENDIX B

QUESTIONNAIRE

CHICAGO CITY COLLEGE STUDENT SURVEY

1. Name Mr. / Mrs. / Miss (Circle one) ______________________________
Last First Middle
If married, give maiden name ______________________________

2. Chicago City College Branch attended or attending. (Check one or more, as needed)
(1)_____ Amundsen-Mayfair (2)_____Bogan (3)_____Crane (4)_____Fenger
(5)_____ Loop (6)_____ Southeast (7)_____ Wilson (8)_____ Wright

3. Hours earned at Chicago City College (1)_____ 0-15; (2)_____ 16-30; (3)_____ 31-45;
(4)_____ 46-60 (5)_____ over 60

. Marital Status (check one)
(1)_____ Single (2)_____ Married (3)_____ Divorced or separated (4)_____Widowed

. Did you graduate? ____Yes ____No If yes did you receive _____ A.A. degree; _____ Diploma?

. What are you doing presently? (Check one or more)
(1)_____Working for pay, full-time
(2)_____Working for pay, part-time
(3)_____In school, full-time
(4)_____In school, part-time
(5)_____Housewife
(6)_____In business for self
(7)_____In armed forces
(8)_____Not working, but looking for a job
(9)_____Not working, not looking for a job
(10)_____Other (Please describe______________
____

F YOU ARE PRESENTLY ATTENDING CHICAGO CITY COLLEGE, PLEASE ANSWER QUESTION 7.

. Please check the area that approximates your Chicago City College program of study.

Two Year Terminal Program
(1)_____Business
(2)_____Secretarial
(3)_____Clerical
(4)_____Engineering
(5)_____Other______________________________

Two Year College Transfer Program
(6)_____Business Administration
(7)_____Teaching
(8)_____Liberal Arts
(9)_____Other______________________________

F YOU LEFT CHICAGO CITY COLLEGE BEFORE GRADUATION, PLEASE ANSWER QUESTION 8.

. Will you state very frankly the real reason or reasons why you left? Think through your own experience and give the reasons why you withdrew.
(1)_____transferred to a senior institution
(2)_____armed forces
(3)_____courses did not meet educational needs
(4)_____courses did not meet job needs
(5)_____courses did not meet personal needs
(6)_____courses too dull
(7)_____marriage
(8)_____money problems
(9)_____not enough social life
(10)_____offer of a job
(11)_____poor grades
(12)_____school too difficult
(13)_____other (please describe)____________
____

YOU LEFT CHICAGO CITY COLLEGE THROUGH TRANSFER OR GRADUATION AND HAVE TAKEN ANY ADDITIONAL CATION SINCE LEAVING THIS SCHOOL, PLEASE ANSWER QUESTIONS 9 and 10.

Please list any additional education you have had since leaving this school. Include correspondence courses, trade or business school, apprenticeship, college, university, and any other type of education.

Name of School	Course you took	Date Entered	Months Spent	Diploma, Degree, Certificate

(If more space is needed, write "over" and use back of page)

0. For what occupation or profession (etc.) are you, or were you preparing yourself while taking courses? ____________________

F YOU ARE OR HAVE BEEN GAINFULLY EMPLOYED, ANSWER QUESTIONS 11-29. OTHERS CONTINUE AT UESTION 19.

1. Describe below the jobs you have held since September 1963.

EMPLOYER	HOURS PER WK.	DATES FROM	DATES TO	TYPE OF WORK

(If more space is needed, write "over" and use back of page.)

2. Do you consider your present job (1)_____permanent (2)_____temporary

3. How well satisfied are you with your present job?
(1)_____very satisfied
(2)_____reasonably satisfied
(3)_____somewhat dissatisfied
(4)_____very dissatisfied

4. Are there opportunities for promotion in your present job?
(1)_____a great deal
(2)_____some
(3)_____little or none
(4)_____uncertain

5. Where was the knowledge and/or training needed in your present job gained? (Check one or more)
(1)_____High school
(2)_____Junior college (CCC)
(3)_____College or University
(4)_____On the job training
(5)_____My hobbies
(6)_____At home
(7)_____Other job experiences
(8)_____Other (Please explain)____________________
____

6. To what extent has your education in junior college helped you on your present job?
(1)_____a great deal
(2)_____some
(3)_____little or none
(4)_____uncertain

17. In what ways could your experience in junior college have been more helpful to you?

____

____

____

18. Which of the following helped you most in getting your first steady job after leaving junior college? (Check one or more)

(1)_____Parents or other relatives
(2)_____Friends
(3)_____School (teacher or other)
(4)_____My own efforts
(5)_____Newspaper advertisement
(6)_____Public employment service (non-fee)
(7)_____Private employment agency (fee)
(8)_____Other (Please explain)_______________

t Chicago City College:

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)
9. the curriculum is better suited to serve the needs of transfer students than of those students who complete their education in the junior college.					
0. more courses should be pitched at the level of ability of students who do not have the ability to succeed in present courses.					
1. the curriculum is better suited to the needs of terminal students than of those students who plan to complete their education in some higher institution.					
2. provision is made for the obtaining of advice on educational problems or difficulties.					
3. provision is made for obtaining advice on vocational plans.					
4. more vocational courses should be offered.					
5. provision is made for obtaining advice on personal problems.					

26. Do you think your junior college program suited your:	Great Deal (1)	Some (2)	No Comment (3)	Very Seldom (4)	Almost Never (5)
vocational plans?					
educational objectives?					
personal needs?					
27. Has there been any conflict in your mind between whether you should get more education after finishing junior college or go to work?					
If you checked 1 or 2 above (#27), did you receive guidance at CCC?					
Did you get as much help as you wanted?					
28. Have you become aware of a better understanding, while in college, of your interests and abilities?					

If you checked 1 or 2 above, check one or more:

(1)_____from guidance tests

(2)_____from counselor

(3)_____from teacher

(4)_____other (please specify)____________________

____

29. If you have any comments or suggestions, please state them here.

THANK YOU FOR YOUR HELP AND COOPERATION

APPENDIX C

FIRST COVER LETTER

Chicago City College

64 E. LAKE STREET
CHICAGO, ILLINOIS 60601

OFFICE OF
THE EXECUTIVE DIRECTOR

TELEPHONE 782-0200

April 17, 1967

The Chicago City College (formerly The Chicago City Junior College) is sincerely interested in improving its services to our students. We need your help in order to learn to what extent we are achieving our purposes.

The enclosed inventory is being sent to all students who entered Chicago City College as full-time freshmen in 1963. During the three years since entering as a freshman, you may have left school, transferred, graduated or still be attending. The information you provide us on the enclosed survey can be of great assistance to us in helping present enrollees and future students.

Please complete this survey and return it in the enclosed self-addressed, stamped envelope. The greater number of you who reply will give us a broader base on which to build for the future. All of your individual answers will be treated confidentially.

We appreciate your generosity in participating in this survey.

Henry Moughamian

Henry Moughamian
Director of Research and Evaluation

Elizabeth Langley

Elizabeth Langley
Research Assistant

HM:ec
encl.

CAMPUSES OF THE CHICAGO CITY COLLEGES

AMUNDSEN-MAYFAIR CAMPUS
4626 N. KNOX AVE. (30) (DAY)
AVENUE 3-0613
5110 N. DAMEN AVE. (25) (EVE)
LONGBEACH 1-9861

BOGAN CAMPUS
3939 W. 79TH ST. (52)
LUDLOW 1-2737

SOUTHEAST CAMPUS
8600 S. ANTHONY AVE. (17)
REGENT 1-0281

CRANE CAMPUS
2250 W. VAN BUREN ST. (12)
243-6616

WILSON CAMPUS
7047 S. STEWART (21)
488-0900

FENGER CAMPUS
11220 S. WALLACE ST. (28)
PULLMAN 5-5347

WRIGHT CAMPUS
3400 N. AUSTIN AVE. (34)
SPRING 7-7900

LOOP CAMPUS
64 E. LAKE (1)
782-0200

TV COLLEGE
5400 N. SAINT LOUIS (2
588-2000

APPENDIX D

SECOND COVER LETTER

Chicago City College

64 E. LAKE STREET
CHICAGO, ILLINOIS 60601

TELEPHONE 782 211

As one of the Chicago City College 1963 entering full time freshmen, you were sent a questionnaire last month, and to date, we have not received your reply.

The students who have attended or are attending Chicago City College can help us locate areas of weakness and strength. We would appreciate having your evaluation as part of the total picture.

Will you please take a few minutes to fill out and return the questionnaire this week? In order to make it more convenient for you, another copy of the questionnaire and a prepaid envelope are enclosed.

Sincerely yours,

Henry Moughamian

Henry Moughamian, Director
Research and Evaluation

Elizabeth Langley

Elizabeth Langley
Research Assistant

HM:mhs

Enc.

CAMPUSES OF THE CHICAGO CITY COLLEGE

AMUNDSEN-MAYFAIR CAMPUS
4626 N. KNOX AVE. (30) (DAY)
AVENUE 2-0613
5110 N. DAMEN AVE. (25) (EVE)
LONGBEACH 1-9861

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3939 W. 79TH ST. (52)
LUDLOW 1-2737

SOUTHEAST CAMPUS
8600 S. ANTHONY AVE. (17)
REGENT 1-0281

CRANE CAMPUS
2250 W. VAN BUREN ST. (12)
243-3616

WILSON CAMPUS
7047 S. STEWART (21)
488-0900

FENGER CAMPUS
11220 S. WALLACE ST. (28)
PULLMAN 5-5347

WRIGHT CAMPUS
3400 N. AUSTIN AVE. (34)
SPRING 7-7900

LOOP CAMPUS
64 E. LAKE (1)
782-0200

TV COLLEGE
5400 N. SAINT LOUIS
588-2000

APPENDIX E

THIRD COVER LETTER AND REQUEST FOR WHEREABOUTS OF STUDENT

Chicago City College

64 E. LAKE STREET
CHICAGO, ILLINOIS 60601

OFFICE OF
THE CHANCELLOR

TELEPHONE: 782-2130

July 18, 1967

As one of the Chicago City College 1963 entering full-time freshmen, you were sent a questionnaire last month, and, to date, we have not received your reply.

The students who have attended or are attending Chicago City College can help us locate areas of weakness and strength. Your responses form an important part of the total evaluation.

Will you please take a few minutes to fill out and return the questionnaire this week? All of your individual answers will be treated confidentially. A copy of the results of the study will be sent to you if you should desire it.

In order to make it more convenient for you, another copy of the questionnaire and a prepaid envelope are enclosed.

Sincerely yours,

Henry Moughamian

Henry Moughamian, Director
Research and Evaluation

Elizabeth Langley

Elizabeth Langley
Research Assistant

HM:ec
Encl.

CAMPUSES OF THE CHICAGO CITY COLLEGE

AMUNDSEN-MAYFAIR CAMPUS
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SPRING 7-7900

LOOP CAMPUS
64 E. LAKE (1)
782-0200

TV COLLEGE
5400 N. SAINT LOUIS (2
588-2000

If the person to whom this questionnaire is addressed is not presently at home to fill out the enclosed form, please check the reason below and return this form in the enclosed prepaid envelope.

_____1. military service

_____2. new address (please write it below)

____

____

____

_____3. other

____

____

APPROVAL SHEET

The dissertation submitted by Elizabeth Hickok Langley, has been read and approved by members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

September 18, 1958
Date

John A. [illegible]
Signature of Advisor